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ABSTRACT

In the study of the school library supervisor, the universe was made up of those school systems in the United States with enrollments of 25,000 or more and identified as having the position of school library supervisor. Questionnaires were sent to all 150 supervisors thus identified and 99 returned the questionnaire. Full detail of sample choice and design and an analysis of the returns are contained in the Appendix. It was concluded that, unlike the other administrative groups, the school library supervisor is clearly oriented toward a single direction for change--the multimedia concept. The conventional wisdom of school librarianship appears to equate progress with more comprehensive control of nonbooks as well as books--to swell the inventory, and so to add films, records and tapes. To the degree that professional perspectives remain absorbed in expanding collections, more zeal inevitably attends the collecting function than motivates expansion of service to clients. (Other parts of this study are available as LI 003071, LI 003072 and LI 003074) (Author/NH)

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Final Report

Project No. 07-1084
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THE SCHOOL LIBRARY SUPERVISOR
AND HER SITUATION

One Part of the
Executive Study Portion
of
A Program of Research into the Identification
of Manpower Requirements, the Educational
Preparation and the Utilization of Manpower
in the Library and Information Profession

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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PREFACE

This report has its antecedents deeper in the past than the time of the present study. It grows out of work in which the two principal investigators were interested when both were at other universities and engaged in pursuits different from their present responsibilities. That was almost a decade ago. It was a time when considerable research attention was being focused upon the comparative characteristics of the administrative class in a number of professions. It seemed then that to improve librarianship's capacity to understand more clearly the nature of its administrative class, it would be advantageous to collect statistical data which would reveal the characteristics of those who then were playing leadership roles in librarianship and to compare them with their counterparts in other disciplines. What seemed important then was to obtain a clear picture of library administrators, for this was a time when the library organization and the practice of its administrators were not yet perceived in the context of a changing panorama of institutional strivings and organizational dynamics.

Because resources for intellectual exploration in librarianship were more difficult of access than they have since become, the earlier study design remained a proposal, and work was held in abeyance on this project for a period of years until the summer of 1967 when the University of Maryland assumed responsibility for the conduct of a broad-scale study of manpower concerns in the profession. What had changed during the elapsed time interval were the perspectives of the investigators, not only of the structure of librarianship, but of its need for a fundamental reorientation. Under these terms a profile of the characteristics of library leadership was seen to be neither germane nor of serious interest unless the administrators could be understood in the framework of their responsiveness to adapting the commitments of their organizations in an institutional culture widely characterized by a striving for variation, adaptation, and innovative advance.

It was against such a backdrop that the present research was designed. This study and the studies of the academic library administrator, the public library administrator and the special library administrator were attempts to understand and if possible to explain the nature of the senior administrator in libraries of the major types. In order to do so, a melange of factors including personal history and attitudes, administrator perception of basic administrative and professional issues, the record of adaptation in their individual organizations, and the nature of their organizations' characteristics, were all seen as elements relating to change propensity or disposition. For the motif of change is the cutting edge of the present analysis and it is this issue which underlies the rationale and the strategy for the research enterprise which is detailed hereafter.

In the design of the questionnaire for this portion of the study effort, the investigators are indebted for the advice given by Miss Marian R. Capozzi, Supervisor of Library Services, Baltimore County, Maryland and Dr. James Liesener of the faculty of the School of Library and Information Services, University of Maryland. Dr. Liesener also contributed professional advice at the analysis and interpretation stage of the study .

SUMMARY

The purpose of the present study was to analyze the characteristics of administrators, and of the organizations and the environments in which they function, in an attempt to increase understanding of the human and organizational variables which tend to spawn or to inhibit change. The main target of the research is the administrator since, by virtue of the potential inherent in his leadership role, his capacity to catalyze or repel adaptation and variation is seen as a powerful influence upon institutional efforts in librarianship to be adaptive and innovative.

The instrument employed in the analysis was a mail questionnaire addressed to administrators of the four discrete types of libraries: public library, academic library, special library, and school library. The sample included only the chief administrator in organizations of each type, but the size of the organizations included was biased so as to include only the larger and more complex organizations of each type. In the present study of the school library supervisor, the universe was made up of those school systems in the United States with enrollments of 25,000 or more and identified as having the position of school library supervisor. Questionnaires were sent to all 150 supervisors thus identified and 99 (66%) returned the questionnaire. Full details of sample choice and design and an analysis of the returns are contained in the Appendixes.

Because the study sought to extend beyond simply accumulating descriptive details on human beings and institutions, issues reflective of propensities to adapt or to innovate were tested through a range of questions relating to background data on education, career, and professional activities of the administrators, their views of administrative and professional issues, factual evidence of their libraries' recent experience along a continuum of change, and institutional characteristics of support, staffing, and environmental factors expected to relate to the capacity of the organizations to be adaptive. A primary concern was to discern where and how and whether change was taking place in the organizations and, insofar as possible, to perceive the degree and the mechanisms by which the librarians who responded to the study instruments provided impetus for such change. It was concluded that, unlike the other administrative groups, the school library supervisor is clearly oriented toward a single direction for change--the multimedia concept. The conventional wisdom of school librarianship appears to equate progress with more comprehensive control of nonbooks as well as books--to swell the inventory, and so to add films, records and tapes. To the degree that professional perspectives remain absorbed in expanding collections, more zeal inevitably attends the collecting function than motivates expansion of service to clients.

INTRODUCTION

The strategy of this study sought to perceive the intellectual and psychological attitudes of administrators, their own personal aspirations and value expectations, their disposition with regard to the need for change and their estimate of conditions needed in general as prelude to change, since it is as a consequence of their values and their perceptions that change in their organizations may be significantly impeded or facilitated.

Not only did we attempt to elicit from the administrators their expectations of change progress and of the organizational conditions and constraints relating to such capacity, but also to understand what the rate of change in their organization actually is. We have sought to understand how strongly the administrators see implicit in their role that of fostering and facilitating change. And we have sought to better understand the composition and the characteristics of the administrative class in librarianship in order to more clearly perceive whether such factors as age, educational background and orientation, length of time in a responsible administrative post, and lateral and vertical career movements, have a bearing upon the propensity for library administrators to serve as leaders for change. Because we were concerned with environmental factors as one salient conditioning element in the change process, we have also attempted to determine what kind of organizational and institutional contexts may be seen as more or less facilitating of the change capacity of the library and of the librarian.

It should be clear that in order to understand the capacity of librarianship to be adaptive, many alternative methods might have been employed. Inherent in the design of this effort has been the hypothesis that a crucial ingredient in the capacity of librarianship to be adaptive relates to the leadership potential of its administrative class. Under these terms it should be clear that what we have dealt with were very subtle and elusive factors, not always easily amenable to precise measure. Moreover, questions have been put to respondents in such a form as to render impossible the kind of personal probing and detailed analysis of issues which might have been possible in the case of a personal interview study.

The decision to use the questionnaire was based on the desire to collect quantifiable and comparable data. The decision to distribute it by mail was made in the interests of time and economy. This form of distribution has the advantage that all respondents are responding to the same stimuli without any possible interviewer bias. The potential disadvantage, bias introduced because of non-respondents, appears to have been overcome.

Questions arise as to how frank respondents are, particularly since their institutions were to be identified by them. Every effort was made not to bias answers by "loaded" questions, nor were areas explored which were deemed to be violating the privacy of an individual or which might put him in a position of presenting information so as to reflect poorly on himself. From prior experience and through preliminary interviews for pretest purposes, the investigators believe respondents answered honestly, and while space did not always allow a full or in-depth expression of feelings, they believe respondents' expressions represent their attitudes on the issues raised.

While the questionnaire was administered to different administrator audiences, the basic strategy remained comparable with only such adaptation and modification as was needed in order to take into account the differences in the characteristics of the several library organizational forms, the principal issues underlying change commitments of administrators in these variable settings, and details regarding the characteristics of the organizations which these different types of library administrators represented. The study instrument was divided into four principal parts. The first section treated the background and career characteristics of the respondents. Here the attempt was to collect information so that the administrators could be profiled with regard to their sexual composition, their age, family status, personal career history, educational preparation, work experience in and out of libraries, career choice factors, expectations and aspirations, information about their view of administrative roles and responsibilities, perceptions of personal goals in administration and of library work roles,nature of professional associations, satisfactions and dissatisfactions, and real and potential mobility patterns in their personal careers. The administrators were also asked in this section to specify those whom they would identify as influential in advancing librarianship substantively and who might be described as successful administrators.

The second section of the study questionnaire treated professional and administrative issues with the objective of discerning the change disposition of the respondent. Here the emphasis was upon perceiving the way in which respondents recognized the extent to which librarianship and their libraries were in need of modification and adaptation as a function of their own value orientation. Their views were sought with regard to a whole range of factors ranging across a wide continuum from education for librarianship to the union phenomenon, to the responses of libraries to different constituencies, and to the real and potential impact of network and regional arrangements.

The third section of the questionnaire sought in its overall design to accumulate information about the actual adaptations and modifications which had and were being made in the libraries represented by the administrators responding to the questionnaire. Here there was provided an opportunity for each respondent to detail the specific nature of the change situation in his own organization and to categorize the relative importance of such changes in relation to the satisfaction of the administrator and of the staff with the rate of change and the progress of change in the organization. In addition, the administrator was invited to suggest here where further variation and adaptation might be expected to take place in the organization, what types of modification were actively being furthered and sought, and the prospects for realizing such aspirations in the future.

The last section of the questionnaire elicited details relating to the characteristics of the libraries included in the sample. Here were included details of size and growth and emphases within the organizations, the nature of particular services, staff organization and structure and arrangements, relationships with governing bodies and constituencies, and other factors seen as related to the capacity of the organization to be adaptive. The purpose here was to understand the organizational and environmental setting within which the administrator functioned as one factor in the equation relating to the capacity of the administrator to lead the organization in the direction of change.

In an important sense this administrative group varies quite significantly from the other groups studied. Analyses of the findings confirm that the majority of school library supervisors do not directly supervise the operation of the school libraries in their systems. While their situation is far from clearcut, and is variable, they are most nearly functioning in a staff capacity within the school system. Their role is then unlike the other administrative groups included in the study. The fact that this is their role influences their capacity and their means of influencing change in the school library situation.

PART ONE

THE SUPERVISOR AS CHANGE AGENT

In order to examine the school library supervisor in a change context, a wide range of personal characteristics and attitudes were considered to be relevant. It was hypothesized that her background and experiences--her social origins, her education, her career profile and her recent professional activity--might make some contribution toward an understanding of her current position with respect to change in the field. Insight into the administrator as a change agent was also expected to come from an exploration of her career aspirations and her job satisfactions and dissatisfactions. Building upon this relatively indirect evidence, one section directly probed her attitudes on a variety of change related issues. In combination these findings permit generalizations about the prospects that this particular administrative group will influence change in the field during the years ahead.

Given the pervasive tendency to correlate age with change capacity, it should be noted that better than half of the responding school library supervisors are over fifty years old.

Table 1

Age

	Percent
Under 35	5
35 - 50	31
Over 50	53
No response	11

Fully 80% are women, in dramatic contrast to the male-female distribution of academic, public, and special library administrators (showing a female population of 11%, 37%, and 40% respectively).

With regard to job renure, 57% of this group have held their present positions for five years or less while only 20% have served for more than ten years.

Table 2

Years in Present Position

	Percent
Less than a year	2
1 - 5 years	55
6 - 10 years	22
11 - 15 years	6
16 - 20 years	7
21 - 25 years	5
26 years and over	2
No response	1

Background: As Table 3 shows, the highest proportion of school library administrators emerge from the professional and managerial classes, although farm background is well represented.*

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*For additional data regarding the background of this group see "Supplemental Tables" in the appendixes of this report.

Table 3

Father's Occupation

	Percent
Professional, technical and kindred workers	27
Managers, officials and proprietors (except farm)	20
Farmers and farm managers	18
Craftsmen, foremen and kindred workers	11
Sales workers	5
Operatives and kindred workers	4
Laborers (except farm and mine)	4
Clerical and kindred workers	4
Service workers (except private household), farm laborers and foremen	3
No response	3

Education: Compared to the administrator in academic and public libraries studied, fewer members of this group display an orientation toward the humanities and a larger number received their undergraduate degree in an applied field. The majority, 62%, are university educated while 28% attended a liberal arts college:

Table 4

Undergraduate Subject Major

	Percent
Humanities (including history)	49
Social Sciences	23
Sciences	3
Applied fields (e.g. business, education, home economics)	18
Library Science	6

Some 71% of school library respondents have pursued their education beyond the undergraduate degree. More than two thirds (70%) of the group reporting advanced work have focused on education, 17%

have concentrated on the social sciences, and 12% on the humanities. All of the non library science Ph.D.'s (12%) were granted in education. A high 90% have formal library education.

Table 5

Nature of Library Education

	Percent
Undergraduate minor in Library Science	14
Fifth year Bachelor's in Library Science	27
Master's Degree in Library Science	48
Post-master's work in Library Science	7
Ph.D. in Library Science	2
Certificate	3
Other, (e.g., individual courses or unfinished Master's)	21
No response	5

In all, forty-five institutions were listed by school library supervisors as the source of their library education; 81% attended schools currently accredited by the American Library Association.

Table 6

Library School Attendance

	Percent
Columbia University	11
George Peabody College for Teachers	9
University of Washington	7
University of Michigan	4
Western Michigan University	4
University of California at Berkley	4
Florida State University	3
Indiana University	3
Texas Woman's University	3
University of Denver	3
University of Southern California	3
Louisiana State University	2
Simmons College	2
Syracuse University	2
University of Illinois	2
University of Minnesota	2
University of Oklahoma	2
Drexel Institute of Technology	1
Kent State University	1
Rosary College	1
State University of New York, Geneseo	1
University of Chicago	1
University of Hawaii	1
University of Oregon	1
University of North Carolina	1
University of Wisconsin	1
Other schools	19
No response	5

Work Experience: The administrator's working background, library and non-library, was also analysed. In looking at her library career, the investigators sought to determine the number and variety of institutions in which she had gained her experience. Findings reveal that relatively few school library supervisors--as opposed to academic, public and special library administrators--have been employed in a range of library types. Only one-fourth of this group has worked in other than school libraries, with their experience distributed as follows:

Table 7

Types of Libraries Worked In

	Percent*
Public	60
Special	48
Academic	44

*Base = the number who have worked in other than school libraries

Again compared to their counterparts in other types of libraries, more school library supervisors have spent their careers in a single library. As Table 8 shows, almost one-half of these respondents have worked in a single library and only 16% have moved more than three times.

Table 8

Number of Libraries Worked In (School and Non-School)

Number	Percent
1	47
2	14
3	17
4	8
5	4
6	2
7	1
8	0
More than 8	1
No response	6

In addition, general information was collected about non-library occupations. As might be expected, a high proportion of school library supervisors have had some teaching experience in either elementary or secondary schools. Of this group 54% have taught at the high school level alone. With the exception of 13% who have been high school principals, no other significant occupational pattern emerged from the data collected.

Professional Orientation and Activity: Studies of other professional groups tend to support the conclusion that people who are change oriented are likely to be professionally active outside of their immediate situation. Consequently, an effort was made to determine how "cosmopolitan" the school library administrator is with respect to her organizational affiliations and participation, and also to ascertain the nature of her additional professional activities. A high 95%* of the respondents are members of at least three professional organizations.

Table 9

Total Number of Professional Associations Listed (Library and Non-Library)

	Percent
One	0
Two	3
Three	8
Four	14
Five	11
Six	18
Seven	16
Eight	14
Nine or more	13
No response	2

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*As compared to approximately three-fourths in the academic and public library groups, and 61% in special libraries and information centers.

In an attempt to arrive at some measure of the extent of respondents' participation, a number of "cumulative" points were assigned for membership, attendance at meetings, current committee work, and recent service as an officer.* The results of this rough weighting would seem to indicate a considerable degree of involvement.

Table 10

Nature of Organizational Participation

	Percent
Low (0 - 14 points)	23
Medium (15 - 27 points)	38
High (28 points or over)	36
No response	2

As displayed in Tables 11 and 12, the majority of school library supervisors belong to both library and teachers' professional organizations and at both the national and local levels. Although it would be unwise to assume an exact representation of reality here (due to the various subdivisions and interlocking organizations of both the American Library and National Education Associations) the range of affiliation claimed by school library supervisors is of interest in itself.

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*One point was assigned for membership; three points for attendance at meetings; four points for current committee work; five points for service as an officer within the last five years.

Table 11

Membership in National Professional Associations

	Percent
American Library Association	76
National Education Association	68
Division of Audio-Visual Instruction (DAVI)	24
American Association of School Librarians	15
Association for Supervision and Curriculum Development	15
Catholic Library Association	2
Other national education associations (e.g. National Council of Administrative Women in Education, National Council of Teachers of English)	20
Other national library associations	1
No response	2

Table 12

Membership in Local Professional Associations

	Percent
Local Library Association	71
Local Education or Teachers' Professional Association	71
Local School Library Association	53
Local Audio-Visual Association	22
Local Association of School Administrators	16
No response	2

With respect to additional professional activities, 51% of this administrative group have been active in regional planning efforts, 37% have conducted studies or surveys of other libraries, and 33% have contributed to the literature. Other activities named include consulting, lecturing, and teaching.

The sources to which administrators turn for ideas and for professional stimulation were examined, too. Respondents were asked to array a variety of sources in order of their relative importance to them and established the rank order displayed in Table 13. This group is distinctive for the priority assigned to institutes and conferences, probably because of the history of the NDEA institute program and university summer workshops.

Table 13

Relative Importance of Professional Sources

Source	Rank Order
Special Institutes and Conferences	1
Professional library journals and other literature	2
Library meetings	3
Other librarians	4
Librarians in your system	5
People outside the library field	6
Literature outside librarianship	7

An overwhelming majority of school library supervisors listed educators and education journals as the non-library stimuli of greatest importance to them. A small proportion mentioned the value of audiovisual specialists and business management literature.

Career Choice and Career Satisfaction: While an appreciable number of respondents appear to have elected the field of librarianship while they were still at school, for approximately one-half of them this was a choice made during their working years.

Table 14

Time of Choice to Become a Librarian

	Percent
During high school or before	16
As an undergraduate	23
During graduate school	1
While working in a library or library-connected activity	4
While engaged in another career or occupation	49
No response	7

A liking for books and the influence of a librarian were most frequently cited as conditioning factors.

Table 15

Reasons for Choice to Become a Librarian

	Percent
I always liked books	46
I was influenced by a librarian I knew	35
A member of my family was a librarian	4
As a result of vocational counseling	3
Other factors	57
No response	7

Among the other influencing factors named were a perception of the need for library services, or satisfactory working experiences in a library--often achieved during employment as a teacher. The wish to remain within the field of education (but not as a teacher), economic and market considerations, and introduction of the multimedia concept also received mention.

In response to a general question, "What type of librarian did you expect to be originally?" two-thirds specified an early interest in school librarianship. Only a small percent were attracted to a particular kind of library work or by another type of library situation. Attendance at library school seems to have had a negligible effect on career choice: fully 72% reported that their interests were not changed in any way during library education.

By and large, school library supervisors are well satisfied with their career decisions, 88% responding that they would choose librarianship again if they could do things over. As opposed to their counterparts in academic and public libraries (where 85% identify themselves as "librarians") one-third think of themselves as members of an administrative class in addition to, or in lieu of, professional definition.

Table 16

Response to: "If you were asked in some formal place, such as a passport application, to name your occupation what would you give?"

	Percent
Librarian	47
Library director, library administrator, library supervisor	25
Director, administrator	9
Professor, teacher, educator	9
Media director, media coordinator	5
Library consultant, specialist	5

When considered in light of responses to the question, "At what point did you decide to go into the supervision of school libraries?", however, this identification as "administrator" does not seem to have its roots in any prior orientation.

Table 17

Decision to go Into School Library Supervision

	Percent
I never consciously decided. It just happened	66
After some time as a librarian	26
From the beginning	3
During library school	2
Other	3

While 62% have never seriously thought of getting out of library supervision, 34% allow that they have been attracted by other possibilities. Of this latter group, 48% would go into library school teaching, 32% would return to professional work, and 23% have considered careers in library-related fields such as consulting or educational technology. Only 20% would leave librarianship altogether, largely for business positions or to return to teaching.

Role Expectations: School library supervisors tend to define their roles in fairly concrete terms and to perceive a clear mandate for change along certain dimensions. When asked to identify the most important functions of their present jobs, one-third specifically mentioned implementation of the multimedia concept as a necessary replacement for traditionally oriented school libraries; only 16% were content with such generalizations as "service improvement" or "program development." Recruitment, training, and re-training of staff to man the newly conceived Instructional Materials Center also loom large and are primary concerns for 40%. In addition to their work with library personnel, school library supervisors display a heavy commitment to an active interchange with both teachers and school system administrators. The effort to train teaching personnel in the use of library materials and to secure both resources and approbation for accelerated library involvement is of major importance to many. Achievement of the new school library standards and coordination or centralization of selection and ordering procedures were mentioned by small percentages, as well as long-range planning and collection development.

Job Satisfactions: School library administrators place the establishment and extension of library facilities and operative programs--particularly at the elementary school level--high on the list of satisfactions received from their jobs. Better than one-half mention one or another facet of this achievement and appear to take genuine pride simply in the growth and expansion of their systems. One-third find their associations with staff members a source of continuing pleasure and enjoy the development of in-service programs and other aspects of professional training. Working with the range of school personnel, favorable responses from teachers and pupils, and increased use and acceptance of library services are additional gratifying elements. Approximately 10% feel that their jobs permit a satisfactory measure of freedom to exert positive influence on library directions, while a smaller number state that they are in a unique position to achieve a valuable overview of system development. Some 5% like the variety of activities which their occupations involve.

Dissatisfactions and Frustrations: Reflecting similar findings in the academic, public and special library and information center studies, administrators in the school library situation report that insufficient supplies of both funds and personnel are their major sources of dissatisfaction. Each factor--lack of money or lack of staff--is mentioned by one-third of the respondents and only 42% make no reference at all to either deficiency. When specified, reported personnel shortages at both the professional and the paraprofessional or clerical levels were about equally distributed. An associated frustration cited with high frequency by this group is a perceived low esteem for library utility displayed by school administrators. One-fourth describe difficulties in this area, while a small percent feel that this negative attitude is shared by teaching personnel as well. The burdens of the supervisory role are a source of dissatisfaction for some, with 10% specifically frustrated by the lack of time to pursue high priority goals and an additional 10% bothered by paperwork, "red tape," or bureaucratic pressures. Five respondents report that their position carries insufficient authority to permit an effective contribution to library progress.

Present Mobility: In attempting to effect change in her immediate situation, the administrator who is prepared to put her job on the line has a measure of advantage over the one who is not. Similarly, the supervisor whose career decisions are dominated by other than professional factors may have to forego challenging new opportunities. Responses to the question, "Which of the following best describes how you feel about making a job change in the near future?" suggest that the majority of school library supervisors are fairly settled where they are.

Table 18

Interest in Making a Position Change

	Percent
I am pretty well settled where I am. I do not anticipate a change	42
While I am not actively seeking a change, I am interested in openings which occur and would certainly be prepared to change jobs if the right opportunity came along	33
I have only recently taken this position and therefore do not anticipate a move in the near future	14
I am actively interested in making a job change	5
I am about to retire	3
No response	2

The relative lack of mobility displayed by this group of respondents is supported by answers to, "Ideally, what would you like to be doing five years from now?" In all, 42% indicate that they would hope to be in the same position (given, some add, certain improvements in either their professional or personal situations) and 24% plan to be retired by this time. Close to one-fourth would like to be elsewhere or in different roles. Of this latter group the largest percent is attracted to library school teaching, while smaller numbers mention consulting work or positions similar to their present jobs but in other locations.

What factors enter into the decision to move or stay? For the two-thirds of school library supervisors who appear content to remain where they are, job-connected and personal reasons are about equally distributed. Consistent with the dominantly female character of this population (about half of whom are married), family and economic ties are important. Impending retirement is the major concern for 15%. With respect to professional considerations, approximately one out of two school supervisors reports that the growth of school library facilities--and prospects for further growth--influences the decision to continue in the present situation.

One-third of the respondents give their reasons for considering alternative positions. The type of work involved, more money and a new location are most frequently mentioned as deciding factors. A small number would be critically influenced by their estimates of administrative support in the new situation.

Change Attitudes

Just as much as the backgrounds and individual characteristics of the school library supervisors, their attitudes toward change were also solicited as a clue to their propensity to influence the school library situations with which they are concerned. In order to provide such insight, questions were clustered around a number of relevant issues ranging from the degree of satisfaction with the way in which school libraries are meeting community requirements, to the role of national library associations and professional schools, the characteristics of new entrants to the field, and opportunities for success in school librarianship. In general, these questions were presented in such a way so as to leave open to the respondents the opportunity to detail their personal convictions and the reasons for them.

In addition, more specific change options were probed such as the utility and probability for extending automation into library cooperative relationships, services and information retrieval. The extent to which this group of school library supervisors appears committed to advanced forms of user services was also explored.

In sum the combination and cumulation of responses to these questions--which provide the core of the following analysis--tend to form a profile of the change dispositions of school library administrators as a class of individuals.

THE NEED FOR CHANGE: The majority (60%) agree that "Those coming into the profession ought to be prepared to learn before they suggest changes." They are divided as to whether "Libraries have simply failed to respond to changing times and changing needs;" while 54% disagreed, 35% agreed. Of the group 55% disagree with the statement "While it is true libraries need to change, change is well underway and will come about naturally." Two-thirds agreed that, "If school libraries don't change, other agencies will take over what should be their function." Two-thirds disagreed with the statement, "Those advocating change in the profession are frequently more concerned with their own advancement than with helping the profession."

Respondents were asked the following question, "Charges have been made that by and large the school library is failing to meet the needs of the school community. Please give us your estimate." A surprisingly large number of respondents tended to agree with this comment although a fair proportion began their comments by indicating that for their own particular situation they were in disagreement. A whole range of explanations for the limitations were advanced as the following comments illustrate:

> I think this is true, and causes multi-fold Johnny-come-lately programs, lack of space and funds, low minimum requirements, lack of sufficient training and experience (or in-service training), lack of adequate screening or availability of personnel, and rapidly expanding materials availability and technological services.
>
> The charge is quite possibly true. As I see it, two major factors are involved: one, the unwillingness of local administrators and state legislators to recognize the growing importance of the instructional media center, both as to materials and as to adequate staffing. Two, the unhappy lack of professionally trained librarians and a-v specialists.
>
> In many cases yes, yes, yes! Too many uninterested librarians, principals, and administrators. It is so easy to do nothing.

A significant number of respondents while conceding the charges sought to explain them in a variety of ways:

> If the library is failing to meet the needs of the school community, it is probably because the school board and the community are not willing to support adequately the library program. This is true to some extent in our district. More personnel and better facilities would enable most of our libraries to do a better job.
>
> My experience has convinced me that school libraries are fantastically understaffed both as to sufficiently large professional staff and clerical workers. The book collections and other media in most school libraries are more varied and up to date than some public libraries. School libraries should remain open after school, at night and on Saturdays.

> Probably so. Institutions of any kind are always lagging behind the needs of the people. But ideally school libraries should have larger facilities and collections and should be open in the evenings to serve students. But the ringing question remains, "Where is the dough coming from?"

SATISFACTION WITH THE STATUS QUO: As previously indicated several questions specifically probed the degree of satisfaction or lack of satisfaction with aspects of the status quo of the field. A high percentage (77%) agree that "Despite other factors, advancement in most libraries still depends largely on ability." Over one-half disagree that "Getting ahead in this profession depends on knowing the right people," while 19% agreed. Just over one-half disagree that "The leadership in this profession by and large is conservative and largely concerned with protecting the status quo," while 34% agree. Some 59% do agree that "Librarians in general are far too timid and passive." The greatest consensus was in response to, "There is probably not much the average library administrator can do to effect change one way or another." Fully 92% disagreed with the view. Yet, 71% agree--and 30% strongly agree--that "Little can be done to effect major change in libraries until those who control funds are educated as to the value of the library." Of the group 62% agree that "Librarians have accepted low salaries far too long."

The question, "Library education has come in for criticism regarding whether it is meeting the real needs and problems of the field. What is your assessment?" elicited a wide range of response. But essentially the respondents could be grouped into the overwhelming majority who agreed that there was considerable basis for criticism of education for librarianship. The primary bases for such critical comments included the limited way in which library education addressed media commitments, the preponderant emphasis upon non-school library education rather than educational preparation for school library service, and the heavy philosophical bent compared with what would be more practically useful.

The following illustrative quotations from the respondents will suggest the flavor of their perspectives:

> Ten years ago, before technological developments, and more innovations in school curriculum, the training was sufficient to meet needs. Today it is not.

> I think that state colleges are doing a better job of training school librarians than the recognized library schools. They train the generalists we need while the library schools prepare specialists. State colleges have also done much to help the training of librarians for multimedia services.

> There is a broad need for more offerings in audiovisual courses, production of audio-visual and other materials, communication theory, technology, etc.

One strain which ran through a fair number of responses was the relative effectiveness of institutes and workshops compared to the formal library education:

> At present library education is not meeting needs of school librarians. We are taking care of needs by in-service classes and workshops.

> More and better in-service education and institutes for school librarians and teachers is greatly needed.

Insofar as the dichotomy between philosophy and technique, a number of respondents were strongly on the side of more practical courses.

> I believe education teaches too much theory although background information is necessary.

> School library education is too theoretical and academic at present. It should certainly lean this way but not to the extent that it excludes one practical how-to-do-it course.

The general sense of the responses was that library education was incongruent with the needs of the school library community. And while there was no uniformity among the respondents' comments, perhaps the essential points are demonstrated in the following quotation:

> Too much emphasis upon status quo and old ways of doing things. No media are recognized--busy work stressed. Library education tends to be a self-perpetuating closed corporation.

> Library education has continued to teach in the same old pattern in most cases, with only a token recognition of changes occurring in the field of communication.

When asked the question, "In recent months there has been open criticism of the American Library Association in its leadership role. Please give us any comments you care to make on this issue. (We are particularly interested in what you think A. L. A. is doing for school librarians.)", respondents identified the fact that for them the A. L. A. is far less consequential than it is for academic and public librarians. Indeed a number of them suggested that A. L. A. is basically oriented toward public library interests rather than theirs and some stated forcefully that the association provided little for school librarians, as the following quotation illustrates:

> Nothing. I feel very strongly on this.

For the school library supervisor respondents the A. L. A. is synonomous with the A. A. S. L. (The American Association of School Librarians) and, when made, their comments about it ranged over a wide extreme. Some illustrative reactions follow:

> If you will please forgive my frankness, the A. A. S. L. leadership is made up of a host of old maid snobs with hard, unbreakable armor surrounding them. No newcomer with any promise, style, looks, ability, can ever hope to even penetrate this group.
>
> Very little! The A. A. S. L. would and could care more, I feel, if the association could be a separate organization with its own dues, journals, conventions, etc. Most school boards will not pay expenses to send school librarians to conventions during vacation months. I feel that D. A. V. I. and A. A. S. L. could use the same convention sites and dates to advantage in bringing a closer working relationship among their people. The new standards are a good beginning.
>
> A. L..A. leadership in the school field is not as strong as I could wish. When I have had occasion to ask A. A. S. L. for help or aid, the time lapse in receiving the aid or even an answer has been too long.
>
> The school library field has grown so rapidly and will continue to grow to the point that it will

> certainly outgrow A. L. A. It is inevitable and should not be considered as a criticism of A. L. A.
>
> A. L. A. is doing very little for school librarians, particularly considering the number of school librarian who are members. Need to emphasize change in relation to school libraries.

But there were some who responded favorably also:

> I feel that A. A. S. L. is making a very real contribution to the school library field, but A. L. A. as a whole does not seem to know that school libraries exist. Except in a few exceptional cases, school libraries have not had much opportunity to exert any leadership in A. L. A.
>
> No one ever knows what goes on in an organization unless they are on some official board or hold an office. I have always respected A. L. A. for what it has done and tries to do. It is an awfully large organization and must be difficult to run. In my own situation I do not expect help from A. L. A. except for broad policy and publications which keep me up to date.

Respondents to the question, "Some people we have talked to feel that something needs to be done to change the types of people being attracted into librarianship. What is your assessment?" strongly agreed with the statement even though a handful did feel that the recruits were improving in quality as is illustrated by the following comments:

> The young people we interview and contact are first-rate. The type coming in is okay.
>
> There is room for some valid criticism about some of the "types" we have attracted, but I do not feel that we are unique in this. Our public image has not caught up with the times yet.

But for the most part reactions tended to suggest that the quality control being exercised over new entrants to the field could strongly support modifications:

> If we are getting the wrong types they are being attracted because of the types already in. Library

> careers are a wonderful choice for today's college girl. The world is wide open--you can get work anywhere and at any time even after fifteen years at home raising a family. But just mention it to my college age daughters and their friends. Visit a library school and listen to and look at the faculty--visit most libraries. Competency is not a trait many librarians are endowed with. The rest have talked about it so much among themselves they believe they are cloaked in it.
>
> The teachers who take up library to be certificated and switch to library because it is "easy"--are the flies in the ointment.
>
> I would agree. Too many deadheads who can do nothing will finally fall into a library. They have no real interest. When I thought, I had the nerve to tell them to move on to something else--especially dumb students and unhappy classroom teachers. The road to happiness is not in being an ineffective school librarian.

Some specified correctives for these ills:

> I think we should be most selective in our recruitment and in talking to those interested to be sure they understand what the field means and then encourage those who seem to be the best material.
>
> This is perhaps true of school librarians, many of whom are not properly trained and some of whom are relegated to the library as a reward for incompetence in teaching. However I see more and more young Turks who are both attractive and intelligent young people who might be encouraged even further to school libraries.
>
> Fully as in other fields, those who like books, need to be repulsed. Still fine people are entering the profession in limited numbers.

CHANGE POSSIBILITIES: Opinion was divided as to the advantages of the computer: 35% agree and 49% disagree with the statement, "The computer offers some but no major advantages for school libraries." Opinion was also divided on the issue of federal support, 45% agreeing that "We must look increasingly to federal support to make any major improvements in libraries" and 36% disagreeing. Of the group 62% agree and only 16% disagree with the statement, "Major improvements in local library service can be *expected from increased interlibrary cooperation*." Virtually all, 95% agree that "*A technician's level is needed in libraries to relieve the time of the professional*," with 52% strongly agreeing.

In response to the following question, "*There are many who believe that the information revolution (the introduction of computerized storage and retrieval of information) is going to have a radical impact on school libraries. What do you foresee will come about?*" the respondents were markedly divided. Perhaps the largest number of respondents agreed with the notion that ultimately school libraries would be tied to information retrieval systems. Illustrative of their perspectives were such responses as the following:

> School libraries--especially secondary and college libraries will have storage and retrieval systems with tape banks of commercially as well as locally produced audio and video tapes. School libraries also will have production facilities available not only to teachers--but students also.
>
> Certainly libraries will take advantage of all the computerized operations possible. I foresee the use of book catalogs, bibliographic information retrieval, and computerized ordering in the future.

But for a number of respondents the prospects of computerization were distant and clouded in a haze of financial limitations and technological feasibility studies. Perhaps as many as a third of the respondents reacted in this way. Comments such as the following were typical:

> I foresee no radical impact on practice due to tremendous cost factors in the near future. If we can find a way to change the dollar values and their emphases, it could make an impact.
>
> I do not see any great movement in this direction.

Essentially the group was divisible into two factions: one which foresaw the application of computers in the long distant future and the other which was pessimistic because of the cost considerations and technological limits. But the net consequence of both ends of the continuum of responses was to suggest, at least for the immediate term, that school library supervisors did not see themselves as active influences in bringing such variation to pass. If the prospect is a long and remote one in the future, then they had no responsibility and it would somehow come into being; conversely, if the costs were seen as too great and the technological limits too severe, this also absolved one of responsibility for making such an eventuality come to pass in the short term.

Unlike their academic and public library counterparts, school library supervisors were not moved to great eloquence of passion in their responses to the following question: "Many people feel the future direction of library and information service lies in the development of regional and national library and information networks. How much do you feel such developments will influence school libraries in the next 5-10 years ?"

Few respondents had thought about this question or could react to it in other than general or platitudinous terms. Where they did respond, there was a great dichotomy in the perspectives of the respondents in regard to what the implications might be. Some felt that it would be appropriate and relevant in small situations while others felt it would be useful only in large installations. But there was a general consensus that school libraries would go on without being much influenced one way or the other by such phenomena. Illustrative of such reactions were the following:

> Possibly in small communities. Very little in large school systems.
>
> The influence these networks will have will be negligible except for the rare high school.
>
> No matter what happens we will still need knowledgeable people at the local level.
>
> Very little, nor should they. Accessibility is the key to reading motivation, which is so important and so difficult to achieve in children and young people.
>
> On the college and public library level this would be true. On the local school level, no!

Perhaps the consensus was summed up in the following respondent's remarks:

> Such developments depend largely upon leadership and very largely upon public funds. My guess is that it will be more than ten years before such systems affect the majority of school libraries or school library systems in a significant way.

In response to the question, "Unionization appears to be a growing trend in libraries. Please give us your view regarding the desirability of unionization of school librarians," the largest number of the respondents were clearly anti-union in their positions. Comments ranged from the luke-warm variety to those violently and vehemently opposed to such forms of collective activity. The following quotations display some of the feeling:

> I am against unionization of school librarians. We are professionals and should be in this field out of dedication only.

> People who belong to unions are a poor brand of professionals who must lean on others for support instead of being able to carry the ball themselves.

> I am very much opposed to unionization for any professional group. Since the school librarians are members of two professions--education and librarianship--I am double opposed.

A small number of respondents identified the fact that school librarians tend to affiliate with teachers and make common cause with them in advancing their interests. These respondents felt this was appropriate:

> Strength at present resides in associating with the parent-teacher organizations in local settings that are for the most part successfully negotiating with administrators and boards of education. Separate unions or associations have too little persuasive powers.

> In my system librarians are grouped with classroom teachers in collective bargaining, wage scale, etc. and this is appropriate.
>
> I would think that school librarians would join the union with which the teachers in the school or district are affiliated. It would not make much sense to belong to a librarians' union and be the only staff member to go on strike--or to negotiate a contract.

The decided flavor of this response was a generally negative perception of the union phenomenon. And while one or two respondents suggested that unionization was "a good idea--long overdue" only a handful could do more than give the kind of backhanded support illustrated by the following comment:

> I am against unions in the library field as in education because I feel they detract from the growth of the profession. Unions have changed so drastically from their beginning. Now you hear nothing about service to patrons, but merely me, me, me. Unions won't save us from censorship, pass a bond issue, or win public support. Yet can you discount the decent salary, good hours and a comfortable work situation?

SERVICE COMMITMENTS: Questions which probed dimensions of the service commitments of the school library present a mixed picture. On the active side, 84% disagreed--34% strongly--with the statement, "Libraries are essentially for those who choose to use them; not to seek out those who have no interest in reading or books." Yet 53% disagreed with the statement, "School libraries might better provide the student with the information or materials he needs and not worry so much about teaching library skills," while 38% agreed. In all, 72% do not agree that "Public libraries are having to do the job the school library should be doing." Two-thirds disagree that "There is not much the average reference librarian does which could not be done by an intelligent college graduate after a minimum period of in-service training." Opinion was divided on "Despite advocates of the newer media of communication, the book will remain supreme," 47% agreed while 30% disagreed. Another clue to their book orientation is found in response to the question, "Librarians need above all to know books:" 45% agreed (16% strongly agreed) while an equal percent disagreed. "In the past school librarians have not stood up on the censorship issue as much as they should" won agreement from 57%.

OTHER ISSUES: It is significant that 76% agreed--28% strongly--with the statement, "In terms of salaries and other benefits, school librarians are better off identifying with the field of education rather than librarianship." Opinion was divided on another professional issue: 40% agree and 49% disagree that, "School library certification frequently keeps good people from going into school library work." There was similar division as to whether "In being effective as a school librarian, teacher background is more important than library education." with 40% agreeing while 44% disagreed.

There was a high degree of uniformity in response to the question: "The new standards for school libraries recommend unified service combining library and a-v. How do you feel about this? Who should be the head?" The respondents overwhelmingly agreed with this specification. While there was some limited difference in opinion about who should head such a service, with a very small group suggesting that the librarian should head it, the largest proportion favored the person with the greatest aptitude and capacity as the following quotations illustrate:

> I am in favor of this unified program and have always advocated this in my school system.
>
> Unified service of library and a-v is not only vitally important in light of the concept of the learning center, but inevitable. A very qualified librarian with a-v training should be the head--I have known several librarians with a-v backgrounds but very few a-v specialists with library training.
>
> The service should be integrated not unified and the director should be the best person who could be found for the role.
>
> I am in favor of the unified service and a professional person either a librarian or a-v trained, should be head of the service, providing he knows

> all types of materials and how they can all be used most effectively in instruction.

Perhaps the most salient comment identified the future role of library education in preparing individuals for such work roles:

> This is all to the good. If library education is revamped, it will not need to be a question of who is head for the future. The media specialist or librarian will have education in both fields.

Responses were divided on the following question: "Many we talk to feel improvements in the school library situation are frequently hampered by local school principals. How do you feel about this?" For a good number of respondents the problem was that simple and they agreed fully. But for most of the group this was not so clearcut for reasons suggested in the following comments:

> Too true--but why stop at principals? How about superintendents and school district supervisors?
>
> The principal can be your strongest ally or your strongest opponent. So can teachers or your superintendent. The problem is that they must all understand your program and support it if success is to be achieved. Sometimes they do, sometimes they don't.
>
> School superintendents could cause problems in improvements in school libraries. However, isn't part of this problem caused by many not being well versed on the need for a good library program in every school when they are getting their college education? We also have some feelings that some principals themselves do not know the need nor how to use a library.

For some respondents the problem would be solved if principals were better equipped to understand the nature of the library and its potentials:

> If local principals were educated as to the work of the school library, there would be no problem.
>
> Every school principal should be compelled to take

> at least six hours of library science or attend a summer institute in media. We required this for two summers, and the principals in each instance became more library conscious as a result.

And for some the school principal seemed to be only a convenient scapegoat for the inadequacy of the school library program:

> I believe that librarians as a whole have a tendency to pick on the school principal. I believe cooperation means a lot. For the librarian and the library are only one part of the total school program, and that is the school principal's overall responsibility.

A number of respondents identified the fact that this was far too complex an issue for a simple question to provide much insight.

> I feel the problem cannot be explored in a few sentences! Some contributing comment: most current principals have come up through schools which did not have central libraries as we know them today; neither have these principals studied about them in their preparation to become principals. Many librarians are not adept in applied psychology, so do not interpret library needs with the proper salesmanship. Within my acquaintance the majority of school librarians do not demonstrate the desired qualities for outstanding professional educators, and here is where the problem may essentially lie.

PART TWO

THE SITUATION OF THE SCHOOL LIBRARY SUPERVISOR

To be fully understood the supervisor must be examined within the organizational context in which she functions. Her work attitudes need to be related to the realities of her situation, while her attitudes toward change in librarianship generally need to be related to changes actually occurring in the school systems in which she is the school library supervisor. Even given the propensity for change, factors in the immediate situation can facilitate or hamper its introduction. Over half of the questionnaire therefore dealt with the "situation" of the administrator.

One entire section was devoted to ascertaining the nature and extent of changes taking place in school libraries. Other sections explored the "change capacity" of libraries. Elements generally agreed upon by organizational scholars as influencing the prospects for the introduction of change were identified and an effort was made to determine their presence or absence in the library situation. A very wide range of factors was examined--from staff preparedness for change to external pressures for change--therefore no one factor was explored in depth. It must be remembered, too, that these factors are being considered only from the vantage point of the school library supervisor, which may not in all cases be reflective of the true situation. Nevertheless this exploration does give a picture of how the supervisor views the environment in which she is functioning and to which she is responding.

The Library's Community: The school systems in this survey are predominantly public; only 3% are church affiliated. Enrollments range from 25,000 to over 300,000 pupils.

Table 19

Size of Enrollments

In 1,000's	Percent
25-34	28
35-39	16
50-74	16
75-99	11
100-124	6
125-149	4
150-199	4
200-299	4
300 and over	2
No response	8

Special Services: Several questions probed the nature of user services in the libraries of these systems beyond the minimal lending function. Some indication of the extent of reference service is supplied by answers to a question regarding reference policies.

Table 20

Reference Policies and Practices

	Percent
Ready reference is given to both students and teachers	67
Students are given assistance in getting started on library research	67
User services vary from school to school	64
Some literature searching for faculty is done, but the libraries do not especially encourage it	22
Other	4
No response	6

One-half report the existence of an announcing service (such as an acquisitions bulletin) and virtually all have a regular student orientation or other educational program in their libraries.

The nature of school library service was also explored in the broader context of special programs for instructional support. A key question has to do with how widespread these newer developments are and, secondarily, whether they are functioning under library jurisdiction. In this connection, respondents were presented with a list of service units ranging from fairly standard to highly sophisticated capabilities and invited to check the ones operating within their own systems. They were also asked to indicate the level and control of each operation. (Table 21,A to G,below)

Table 21

Types of Service Units

A. A-V SERVICES ONLY

		Percent
Total Percent reporting having such a unit		91
Level of operation		
At building level only	12	
At system level only	21	
At both levels	58	
Control of unit		
Under library jurisdiction	35	
Under nonlibrary jurisdiction	25	
Under both jurisdictions	31	

Table 21 (cont.)

B. TEACHERS' PROFESSIONAL LIBRARY

	Percent	
Total Percent reporting having such a unit		86
Level of Operation		
At building level only	7	
At system level only	34	
At both levels	45	
Control of unit		
Under library jurisdiction	75	
Under nonlibrary jurisdiction	5	
Under both jurisdictions	6	

C. LANGUAGE LABORATORY

	Percent	
Total Percent reporting having such a unit		79
Level of operation		
At building level only	65	
At system level only	3	
At both levels	11	
Control of unit		
Under library jurisdiction	13	
Under nonlibrary jurisdiction	66	
Under both jurisdictions	0	

Table 21 (cont.)

D. LEARNING RESOURCES CENTER

	Percent	
Total Percent reporting having such a unit		70
Level of operation		
At building level only	27	
At system level only	14	
At both levels	29	
Control of unit		
Under library jurisdiction	45	
Under nonlibrary jurisdiction	13	
Under both jurisdictions	12	

E. CLOSED CIRCUIT TELEVISION

	Percent	
Total Percent reporting having such a unit		42
Level of operation		
At building level only	22	
At system level only	4	
At both levels	16	
Control of unit		
Under library jurisdiction	12	
Under nonlibrary jurisdiction	26	
Under both jurisdictions	4	

Table 21 (cont.)

F. COMPUTER-ASSISTED INSTRUCTION

	Percent	
Total Percent reporting having such a unit		19
Level of operation		
At building level only	7	
At system level only	5	
At both levels	7	
Control of unit		
Under library jurisdiction	5	
Under nonlibrary jurisdiction	14	
Under both jurisdictions	0	

G. DIAL ACCESS SYSTEM

	Percent	
Total Percent reporting having such a unit		8
Level of operation		
At building level only	8	
At system level only	0	
At both levels	0	
Control of unit		
Under library jurisdiction	6	
Under nonlibrary jurisdiction	2	
Under both jurisdictions	0	

By this analysis, the special services generally available in school systems are audio-visual, teachers' professional libraries, language laboratories, and learning resource centers. The school library preempts the professional library and while there is a greater tendency to assign responsibility for audio-visual and learning resource centers to the library, this is not exclusively true. Language laboratories are not typically under library administration, nor is computer-assisted instruction

Change in School Libraries

In examining changes occurring in school libraries over the last four years, the investigators were particularly concerned with identifying whether change in the direction of improved or expanded user services was taking place in the school library. So much attention has been addressed to media services at the elementary and secondary levels of education that it was thought that adaptations could be expected to be found here rather than, as in the case of the academic library, in computer applications. The essential question is whether the school libraries are undergoing fundamental change or, as with typical organizational forms, initiating procedural change without modification in basic purpose. The degree to which change in the school library field could be characterized as innovative rather than modest modification along traditional lines is also at issue and it was hoped, too, to be able to provide some indication of the rapidity and extensiveness of specific types of change.

Table 22 shows that, as a consequence of very large increases in support, by far the most dramatic change in the school library has been in the expansion of collections with an apparently major shift beyond the book to comprehend other audio and visual forms.

Table 22

Major Changes in Respondents' Libraries From 1965 to 1969

	Percent
An extraordinary increase in the money available for materials	83
Other changes affecting your library collection and materials (such as substantial increase in audio-visual materials and equipment.)	83
Introduction or expansion of organization of nonbook materials	78
New library quarters (or considerable remodeling of existing quarters).	77
Major change in procedures for processing materials (ordering, cataloging).	74
New or greatly expanded service to users (audio-visual services, library instruction, service to teachers).	70
Addition of new types of personnel (such as library or audio-visual technicians).	65
Substantial increase in staff	57
Substantial salary increases	50
Reorganization of your own department or change in your placement in the overall administrative structure and arrangements in the school system.	50
A major change in your selection policies or practices	49
New or greatly expanded user facilities (longer hours, more study space, improved photocopy, etc.)	46
System-wide centralization of administration, collections or services	40
The addition of special collections of note	39
Introduction or further use of data processing equipment	37
At the individual school building level, establishment of new service outlets outside the library, including learning resource centers, and departmental libraries.	37
Major change in circulation procedures (circulation control, inventory, stack maintenance, lending regulations).	27
The introduction or expansion of other specialized user services	23
Major improvements in borrowing within the system; interlibrary loan.	22
Upgrading of positions	22
Other changes	20
No response	1

The period from 1965 to the date of this survey is obviously an extraordinarily important one in terms of the significant increases in the numbers of dollars available for school library programs. The impact of federal support needs no elaboration here. Significant numbers of respondents report that the local consequence of federal grants resulted in major increases in local and state financing as part of a multiplier effect. The sums available have been exploited in variable ways, perhaps most significantly in the increased scale of expenditure for library acquisitions.

It is clear from the evidence of the responses that one very subtle consequence of increased finances was to step up the interest at the local level in the development of school libraries as educational media centers. Yet, again from the evidence of the responses, this characteristic seems to have been more the case in the affluent districts and more general at the secondary rather than at the elementary school level. In many instances the dollars were the difference between the nonexistence of libraries and their introduction in places where they were not in existence prior to the emergence of federal support. Still a number of respondents were pessimistic about the long-range effects of the federal financing and suggested that there had not been the concomitant increases at the local level to insure the continuation and the expansion of the programs which had come into being. As one respondent put it:

> These increases occurred over the past two years with Title II funds--unfortunately these have now dwindled and much of the steam has gone out of our sails.

What seems evident from the comments of the respondents is that a significant change has been made during the recent period in which the school library has moved from a fundamentally book oriented definition of its responsibility toward a self-concept as an instructional materials center with substantial increases in equipment and audiovisual materials brought into the library context. While there was clear indication that in many instances school libraries have dramatically increased the extent of their holdings of nonbook materials during the recent past, it was also clear that such equipment and material did not always result in an expanded library program but simply improved the development of what is still oftentimes a separate department. One respondent suggested that:

> The A-V department is still a separate entity from the library. While there is a great deal of talk about multimedia centers in the school, the talk goes on without action.

It was possible to perceive a kind of subtle upward adjustment in mechanisms of library selection policy and practice. In some cases selection policies were written and reviewing centers were established for the first time. A few respondents suggested that the massive acquisitions made possible under terms of the federal support led to the introduction of more formal selection tools than had theretofore been deemed necessary. The use of bibliographies and other reviewing tools for books and the previewing of audiovisuals has apparently become more commonplace. Still other respondents however suggested that the titles of books for school libraries are still restricted in their region to lists approved at the state level, and that this had not been modified by any recent change. Nevertheless what seemed far more commonplace was the utilization of workshop methods, more formalized reviewing procedures and a broadening of the base of collections of selection tools. As a consequence of the increased sums used for acquisitions, there was coming to be less reliance upon publishers' promotional materials as the sole selection implement.

In the sphere of collection development modifications were not too common but they did take three predominant forms where they had occurred: the development of professional libraries in some school systems at the school level or for central school administrations; the expansion and development of microform materials and even in some instances motion picture equipment apparatus; and the building of ethnic material collections particularly addressed to black and Spanish-speaking student concerns. A greater emphasis and use of paperbacks was also identified.

A widespread phenomenon has been the construction or refurbishing of space for library purposes. From the testimony of the respondents it appeared that virtually all the new school buildings which are being planned are designed to include libraries and/or instructional material centers. In those instances where buildings are not anticipated, plans are being made for the expansion or remodelling of existing library quarters.

Modifications in procedural or technical arrangements among school libraries did not appear to be very pronounced. The incidence of use or extension of use of data processing equipment by the respondents was quite limited. A number of respondents suggested that although no use was being made at all at the time of completing the questionnaire, they would hope for and ultimately plan for such applications in the future. Where date processing is being used, it is primarily for administrative purposes and record keeping. There were some limited instances where data processing equipment was being employed to print out booklists and prepare subject bibliographies and catalog cards, but this tends to be a relatively isolated phenomenon in school librarianship. Perhaps the most pronounced and widespread evidence of procedural change is in the centralization of processing and cataloging book materials for the secondary and elementary school library. In many cases the most recent change is the fact that systematization now covers both books and audiovisuals since book processing and acquisitions had been centralized at an earlier date.

A large number of respondents reported the use of commercial services for all or part of the acquisitions process. Such services take many forms, even occasionally the production of kits of audiovisual materials with systemwide library applications. A commonplace among school libraries seems to be the tendency to reduce or eliminate fines and to extend more liberal arrangements for circulation and loan of material to students and faculty.

In response to questions which sought to determine the extent to which user facilities and services were being expanded or adapted, there did not seem to be any clear evidence that greatly significant variations had been made. Photocopying at modest costs for students and teachers was coming to be widespread. Longer hours were specified occasionally and there appeared to be some tentative moves among school libraries toward extending their schedules to comprehend before and after school hours and, in an extremely limited number of instances, to summer periods as well. On the basis of the present evidence it would seem quite clear that insofar as user services are concerned, adaptations and modifications in school librarianship have not been very extensive. Instead focus has more nearly been upon collections and collection development. Even when questions were asked which did not specify precisely the nature of new user services, leaving these to the respondent to determine, the normal reaction was to detail acquisition of new forms of material rather than client service. Among the forms of materials specified were some rather interesting types, but these were mentioned only sporadically. They included ERIC collections for teachers and for administrative use, the availability of framed art reproductions for loan purposes, and a notable expansion in microfilm and micrifiche.

One instance of dramatic change is seen in the scale of staff which had increased considerably in the typical school library system during the last four years. The evidence identifies significant augmentation in the numbers of personnel concerned with audiovisual activity. Moreover the size of professional staff in a number of cases doubled or tripled during this time interval. The staff increases, like the collection size, tend to reflect federal support. Elementary school librarians were becoming a growing phenomenon during the period. Increases have also taken place in other than the professional librarian ranks with the addition of media specialists and technicians and aides.

While there was no indication of any significant upgrading of positions, librarians' salaries were advancing. Still a number of respondents suggested that salaries simply kept pace with inflation. The survey findings identified the fact that library salaries in school systems are tied to teachers' salaries and that they are often a function of collective bargaining negotiations for the whole school system. It is for this reason that the influence and significance of salaries as a change characteristic is far less pronounced in the perceptions of the school library supervisor as compared with academic and public library administrators.

The overall administrative structure and arrangements in the school library systems were highly variable. One characteristic change which seems to have taken place is the designation of one person to assume supervisory or coordinating responsibility for school libraries. Apparently this is a rather recent, but growing, phenomenon among school systems. Both the titles and the responsibilities of this new role vary widely. Coordinators are referred to as supervisors of school libraries, coordinators of instructional materials, and directors of library service, among others. A number of respondents reported that the library and the a-v department had been merged during the recent past with one superordinate director. In some instances this was a librarian; in other instances it was not. What is characteristic of the organizational and administrative structure and arrangements in school librarianship is that the situation is in flux in many systems, that there is a high degree of variation among the different systems, and that future lines of development have not yet been fixed irrevocably.

It seems clear that in the school library system it is fundamentally only the collections and services which are decentralized. For the rest there tends to be centralization of administration at the supervisors' or coordinators' level. More and more commonly cataloging and processing are centered here. At the individual school building level there is great variability in arrangements and programs. Where there is decentralization of library programs in a single school it often reflects a lack of space. Librarians tend to prefer the inclusion of all their services and programs in one place and do so unless the physical facility does not permit it. In a few instances schools have established learning resource centers in addition to the libraries, but this pattern has taken place almost exclusively at the high school rather than at the elementary school level. More frequently than not the development is simply related to the fact that library collections have grown to the point where they have made necessary the establishment of resource centers outside the library, for a number of respondents identified the fact that they actually preferred these centers to be part of the library and urged this organizationally whenever they could.

There has not been a standardization among the school libraries in the types of new personnel added to the staffs but unusual types of staff additions are increasing. A number of respondents suggested that they use paraprofessional personnel who have been trained in the library or outside the library to serve in the area of audiovisuals particularly. Here again respondents traced the addition of new varieties of personnel to the availability of federal support. Interestingly enough, one or two indicated that while there is need for technicians, the outmoded personnel classification categories employed by the school systems prohibit the use of such individuals at appropriate levels of remuneration.

Perhaps the most pronounced recent change in the school library is a virtually universal subscribing to the instructional materials center concept, and in consequence an attempt among school librarians, more than ever in the past, to develop multimedia centers. Following from this orientation and commitment, a number of respondents suggested that through summer media institutes school librarians were learning how to operate equipment, produce graphic and audiovisual materials, and to organize, administer, and classify nonprint materials as part of such multimedia programs.

Another generalized adaptation and variation coming into being in school librarianship, but not yet as pervasive as some would like, is that of added flexibility in the assignment of clerical assistants to school libraries. Particularly common has been the addition of technicians and paraprofessional personnel to assume functions and responsibilities earlier carried out only by librarians.

Internal Change Factors

Personnel: The capacity of an organization to adapt and to innovate is due in great measure to its personnel and for this reason several questions explored aspects of school library personnel which were considered to be potentially related to change. Singled out for particular attention were staff satisfaction with their status and working conditions and the degree of staff participation in and opportunities for continuing education.

With respect to status, virtually all of the respondents (94%) reported that librarians enjoy the same status as teachers within their systems. In response to the question, "Has there been any recent dissatisfaction on the part of librarians with regard to their status", two-thirds of this supervisory group replied in the negative, but close to one-third indicated that there had been some restiveness on one or another issue. The principal concerns mentioned were for a salary scale reflecting the longer work week of the librarians, a desire for the provision of additional personnel for clerical duties, and a higher salary scale for head librarians.

The continuing education of existing staff is of paramount importance if libraries in the future are to capitalize on the opportunities presented by the computer and the newer media and if more specialized services are to be introduced into the school setting. In this connection, school library administrators reported that one or more staff members were engaged in advanced study as follows:

Table 23

Types of Advanced Study

	Percent
Working toward a master's degree in Library Science	65
Working toward a doctor's degree in Library Science	11
Working toward an advanced degree in another field	31
Taking individual courses	58
No response	27

Approximately two-thirds stated that there are arrangements for sabbaticals for librarians in their systems and 29% have had one or more staff members who took advantage of this opportunity during the past three years. This last figure is considerably smaller than comparable data emerging from the academic, public, and special library studies, suggesting that school librarians are more inclined to pursue their educations through evening and extension work.

Some 50% of the respondents reported that one or more staff members had attended a special institute or conference in the last twelve months (exclusive of professional association meetings). Among the subjects covered, the largest proportion were devoted to various aspects of audiovisual materials and implementation, or to children's services in general, but there were scattered references to programs concerned with management techniques, services to the disadvantaged, technical processes, and collection building in special areas. NDEA institutes were mentioned with some frequency.

Organizational Relationships: Organizational theorists generally agree on the utility of conflict in organizations. It is a necessary concomitant of change, for without conflict real issues are not fully explored and objective analysis of alternatives and of change proposals is made difficult. In each type of library, therefore, the investigators probed the conflict situation, although it was recognized that conflict would be seen here only from the position of the top administrator.

By virtue of its different administrative organization, the school library system introduces differing conflict possibilities and the question for this portion of the study was designed to expose them (Table 24). The chief disparity between these findings and those for other types of libraries surveyed is the very low percentage of personal differences among staff in individual libraries. Perhaps this is the natural result of smaller staff components but it is also possible that the school library supervisor is unaware of the true situation locally. Change conflict in the school library system is about the same as that reported by public library administrators while academic and special library respondents showed slightly lower percentages.

Table 24

Conflict in the School Library Situation

	Percent
Conflict between building librarians and their principals over the management of the library at the school level	44
Conflict over the need for change or types of change	35
Personal differences among staff members in individual libraries	23
Conflict between the school library supervisor's office and principals over the management of the library at the school level	16
Conflict between the building librarian and other departments at the local school level	16
Conflict between the school library supervisor and the school system administrator over the management of the library system	13
Conflict between the school library supervisor and other departments at the school system level	7
Conflict between the individual libraries and the school library supervisor's office	3
No response	25

A particular effort was made to identify whether or not school librarians have organized professional means for promoting changes in their situations. Overall, 25% of the respondents said that they had at least one staff member who belonged to a union. (One-half indicated that no one in their system had union affiliation, while 20% did not know.) For the one-fourth with union membership, the affiliation is with a teachers' union in the overwhelming majority of cases (84%). In response to a question asking them to explain their local situation with respect to the unionization of librarians, respondents described a variety of circumstances. In a number of cases librarians belong to a teacher's professional organization which is evidently seen as a substitute. Some of those reporting this situation, for instance, commented that the teachers' organization is behaving like a union to all intents and purposes. A few respondents simply indicated the existence of a union which librarians are free to join and others perceived little real interest in the subject on the part of their staff.

The questionnaire also asked whether the librarians in the system have a separate organization of their own apart from that of the teachers (as for example a staff organization). A total of 55% reported the presence of such an association and one-half of this group described both social and professional programs. Some 40% indicated that regular meetings were held but did not specify the nature of the activity involved.

This report would suggest, then, that school librarians in one-quarter of school systems are taking advantage of union membership and that at least one-quarter of them are undertaking professional activities through an internal group organization. While this organization is not necessarily the same as a separate staff association (run by the staff apart from the administration) as was reported in the public library situation, it does mean that librarians can meet together apart from teachers to consider common issues.

As noted earlier, in approximately one-third of the school library systems sampled there is conflict over change and the need for change. Further pursuing this important dimension, one question explored the change propensities of school librarians--supervisors were asked to describe the attitudes of their staff toward making changes in the library.

Table 25

Staff Attitudes Toward Change

	Percent
There are a number of school librarians who are highly motivated to make change	72
Most of the librarians would go along with changes if they were not too radical	62
There are a number of senior librarians who are opposed to change	34
We lack the expertise at present to make many needed changes	10
Other	4
No response	4

Formal Organization for Change: Organizations improve their ability to adapt through a number of formal mechanisms. One is by making arrangements to regularly survey their environment for changes related to their services. Table 26 displays the kinds of information ascertained and analyzed by school system libraries at regular intervals or on a continuous basis:

Table 26

Types of Information Regularly Collected and Analyzed

	Percent Yes		
	at System Wide Level	at Building Level	at Both Levels
Volumes added to the collection	15	10	55
Library needs in relation to the curriculum	19	17	47
Collection weaknesses	14	23	41
Volume of use made of various services	15	17	29
What students and teachers want from the library	20	29	29
Satisfaction of users	16	19	20
The characteristics of the school community	20	14	19
Proportion of the school community using the library's services	16	17	17
Proportion of filled to unfilled requests	14	14	17
Characteristics of library users compared with the total population	6	12	4
Other evaluation	4	2	6
No response	9	9	9

Characteristically then, school libraries, like other libraries, maintain records of their collection, analyze it, and maintain use records. They are distinctive in the attention they give to the curriculum.

In addition to the continuing analyses detailed in Table 26, 41% of the school library supervisors represented said that their system, or some portion of the libraries within it, had been the subject of special study during the past three years. Often conducted as part of the school accreditation process or to fulfill federal funding requirements, the analyses described by respondents ranged from an evaluation of the total library effort to the exposure of collection needs for minority groups. Although no one study aspect was mentioned more than a few times, facets of the media center concept were cited more frequently than any other.

Another strategy employed by organizations committed to adaptation is the assignment of organizational resources to the change function. This can be accomplished in a number of ways from special research and planning units to temporary task forces. The point of this formal organization for change is that unless modification is thus legitimatized and supported, commitment to the ongoing operation generally precludes regular and systematic change effort. Respondents were asked if they had any special provisions for planning or for the initiation and implementation of change and 56% replied in the affirmative. The details provided by school library supervisors suggest that a number of their arrangements are informal and transitory in nature or the expected fallout from regular in-service training programs or staff meetings. However, approximately one-half indicated that formal planning responsibility is built into the school system structure and handled by curriculum councils, school-wide committees or offices or, in some cases, by federally-funded development centers or pilot school projects. Library interests appear to be well represented in these bodies and respondents tend to characterize them as reasonably effective tools for the promotion of change.

External Change Factors

Library development is inextricably tied to the external environment from whence libraries derive their clientele and their support. A number of external factors are related to the success of library change efforts while in situations where the library is failing to promote growth and innovation, it may remain for client or administrative intervention to bring about needed adaptations. Among the questions regarding the library environment to which some partial answers were sought were: where does the school library supervisor stand in the administrative hierarchy of the school system? What types of client groups are related to the library and for what purposes?

What is the extent and nature of demands the various client groups are making on the school library?

External Relationships: Answers to the question, "To whom do you report?" showed great variety and the position of the official named was not always sufficiently identifiable so as to be grouped by level in the school system or by the nature of his organizational responsibility. The position most frequently cited (by 32%) was that of Assistant Superintendent for Instruction. The next highest number, 11%, named a Director of Instructional Materials or Educational Services, and only 4% stated that they report directly to the Superintendent.

Client Demands: The school library supervisor's estimate of the extent and nature of the pressures being placed for library services was also ascertained. As the table following indicates, the two chief pressures, as measured by the percent of school library supervisors reporting them, are for longer library hours and/or an increase in the speed of processing materials.

Table 27

Respondents' Perception of External Demands on System or Individual Libraries

	Percent Reporting Pressure		
Nature of Pressure	Great Deal	Some	Total
Increase in speed of processing materials	24	41	65
Longer library hours	11	48	59
More help to be given to students	15	35	50
More extensive copying service	14	35	49
Establishment of departmental libraries	6	36	42
Greater share of book funds	8	22	30
Use of library facilities for group activities	9	25	34
Greater say in the management of the library	3	14	17
Specialized services such as literature ssearches	1	15	16
Improved interlibrary loan	1	7	8
Other demands	7	9	16
No response	-	-	8

The majority of respondents did not choose to identify the particular source or sources of pressure being placed on their library systems. Where specified, however, it appears to be the teachers and staff librarians who are exerting the most pressure for an increase in the speed of processing materials while students want longer library hours. The main additional desires expressed by teachers were for the establishment of departmental libraries, more help to be given to students and more extensive copying service, but no single pressure from teachers was listed by more than 20% of the respondent group. While 62% did not specifically mention any student pressure, some student demand for more copying service was reported in addition to the previously indicated agitation for longer library hours. Little administrative pressure on their library systems was perceived by school library supervisors with 72% reporting no pressure at all from these quarters.

Inasmuch as the time of this study was prior to the more recent eruptions of student concern, it is not surprising that only a small amount of popular student expression was indicated by respondents. Some 24% did report that articles about the library had appeared in student newspapers but concerted interest in the form of representation visits, petitions or demonstrations and other activism was cited by only 7%, 6% and 1% respectively.

The School Library Supervisor in Her Situation

A correlation can be expected between the level of dissatisfaction with the current status and the propensity to adapt and to modify. The complacent administrator, and more frequently the one who is less prone to introduce change, may reflect the tendency to express himself with a high or modest degree of satisfaction with the existing situation. Conversely, out of dissatisfaction comes the impetus to modify existing terms. It is for this reason that the relative degree of satisfaction of the school library supervisors with the change taking place in their libraries was probed.

They responded as follows to the question, "How satisfied are you personally with the rate of change in your library system?"

Table 28

Supervisor's Satisfaction with Rate of Change in her Library System

	Percent
Very Satisfied	8
Reasonably Satisfied	57
Not Satisfied	31
No Response	4

One would expect to find additional insight into the change posture of the school library supervisor by the way in which the following question is responded to: "Identify what you see as the single most important of these recent changes and explain why you feel it is most important." Responses to this question were clustered around several factors. The single most frequent response related to the acceptance of the multimedia role by the librarians for their libraries. The provision of learning resources centers, making available all types of material from a central location in the school, was seen as providing teachers and students with more access to all types of material. These media centers were identified by several respondents as having brought renewed interest in libraries and improvements in the morale of staff members.

Very widely suggested as a key factor was the additional funds, more specifically the dollars made available under terms of the federal regulations for the purchase of materials and for equipment as well as augmented staff services. A number of respondents specified that with the increased budget the libraries were for the first time enabled to more nearly meet the requirements of their schools and, as one put it:

> If we could keep this program and add to it money for additional personnel, we could build a quality program that would be unbeatable.

A lesser number of respondents identified a third primary change as related to the application of computer technology to library efforts. Here the use of data processing for ordering and cataloging was seen as freeing librarians to work with their clienteles in addition to providing for more efficient and high quality services through the use of the product of data processing equipment.

Two critical questions sought to explore the supervisors' aspirations. Short and long-run aspirations were differentiated by inviting the respondents to provide their perspectives on each individually. The questions were designed fundamentally to further understanding of how the supervisor essentially sees the role of the school library in the near and more distant future. And while short-range ambitions might be expected to more closely mirror present organization needs, the longer term aspirations were conceived as being reflective of their ultimate goals for the library in the school. Indeed, the consequence of such ambitions may frequently be seen as the motivating force for bringing such aspirations to realization through the more aggressive and committed activity which such expectations engender. For if dramatic variation is perceived as a value, it would not be unwarranted to assume that those who thus perceive it would be more likely to press forward more determinably for such change and for such improvement.

The proposed changes sought in the short-run tended to reflect the present level of achievement in school libraries. The two most widely characteristic goals aspired to were increases in financial support and the engagement of more personnel. Invariably improvements in budgetary allocations were seen as prelude to increases in number of staff. But added dollars were also sought in order to increase book and media collections.

Hoped for additions to the work force were of different types. A number of respondents specified the need for qualified librarians in each elementary school, a condition not now prevalent in those instances where the need was reported. Others specified the need for trained personnel other than librarians including technical and paraprofessional personnel. Some related such added staff to the need to cover libraries over the extended service hours and to manage newer media now available.

In some few instances changes sought were of a different order, ostensibly based upon the fact that staff skill and support terms were more nearly adequate in the situations which these supervisors administer. Here suggestions ran over a wide range but essentially bore upon a common sought for modification--a change in the teaching staff's concept of the school library from that of a recreational reading facility to a teaching tool running the full gamut of books and audiovisual materials. But perhaps the overriding characteristic of the response was a plaintive appeal for more help of clerical and professional and technical personnel in order to improve and expand library service, and for the financial support which would make such increases in numbers and training of individuals more nearly possible.

Some few respondents identified change components such as dial access and storage and retrieval systems for varying educational programs and services. A very small number specified further assistance from data processing departments in order to extend the library's capacity for ordering and cataloging of materials using technological rather than human means.

For the long-run the respondents did nothing more than extrapolate their short-term expectations into the future. A large number of respondents specifically identified their long-term aspirations with the AALS-DAVI standards. As one put her long-range change aspirations:

> In a nutshell--implementation of the 1969 standards for school media programs.

The ultimate goal of developing learning resource centers where students can retrieve materials regardless of media, making use of closed circuit television capacity and advanced personnel and equipment was identified by some few respondents. Their hopes were for their libraries in the long-run to develop as genuine media centers. Essentially however, the expectations and the hopes of the school library supervisors were merely for the attainment of the next stage in the evolution of the school library, rather than for any major or dramatic metamorphosis in its goals or in its program. While a few visionaries identified computer cataloging, development of regional information networks, and dial access retrieval systems for their schools, these were uncommon. The case more nearly was of individuals pointing to further improvements in already existing and ongoing programs. And the limit of their expectations tends to be that of closing the circle in the implementation of the recently advanced standards for the school library.

Compared to their academic and public library counterparts, the school library supervisor expresses only the most limited optimism about the attainment of goals. In response to the question: "What are the prospects of realizing your aims? What stands in your way? Please explain your situation," no more than 15% or 20% of the respondents among the school library supervisors identified their prospects as good or excellent. The predominant barrier was seen as the perennial limitations upon their budgets. Even among those who do seem enthusiastic about possibilities, there is a clearcut hedging of their hopes against the realization of severe constraints in the path of achieving augmented financial support which would make their dreams realizable.

Those respondents who were optimistic tended to be in communities where education broadly defined was receiving a high degree of concentration. Some degree of pessimism was actively expressed by those in library systems in inner cities who saw financial priorities and needs for other things attracting greater attention and concern than that of support for school library programs. A number of respondents saw as their primary constraints their own school administrations where those assuming administrative roles were not supportive of library services. For others the limited publicity and attention which school libraries receive makes it difficult to attract the support of administrative bodies like boards of education and general citizens, consequently putting their aspirations for libraries at a lower level of expectation. A small number of respondents saw their destinies tied to bond issues in a time when these were not achieving widespread success. Without the new building which would be made possible by the successful bond issue the prospects of library expansion or development seemed very remote. On the whole the general anticipation and expectation for the future among school library supervisors was far more guarded and considerably less optimistic than that expressed by other types of library administrators.

Respondents were also asked to identify their own roles in planning and bringing about change. Some 42% said they initiate most of the ideas, while two-thirds have a major involvement in carrying out change.

Understanding of the change role of the school library supervisor requires understanding of the supervisor's role generally. There appears to be an essential difference between the role which the school library supervisor assumes when compared with counterparts in the academic or the public library field where there is direct responsibility to the administrator through a hierarchical chain. In the school situation the picture is quite different as a normal case. Each building principal is considered to be the direct supervisor of the librarian. The librarians tend to be responsible to the supervisor or coordinator of libraries in certain technical professional areas, yet even here the principal has a role. The situation is not unlike the role of the coordinator of services in the public library field, where a central administrative functionary, usually in an ambiguous role somewhere between line and staff, relates to technical functionaries located in branch libraries. Thus the coordinator of children's work in a public library may more nearly approximate the role of the supervisor or coordinator of libraries in a school system than any other analogy. For such a coordinator must influence the work of the specialist in a line structure where the specialist is fundamentally responsible to the branch librarian and not to the coordinator. This makes the administrative process and the change process an exceedingly more difficult one because it is not so clearcut in its lines as would be the case in an hierarchical arrangement.

In the school situation there is, then, less of an administrative hierarchy and more frequently the role of the supervisor is one of coordination of a loosely knit organization. Under these terms the respondents specify that their change role essentially tends to be that of identifying areas of needed change and making such proposals to librarians in their own situations. This differs from the kind of responsibility in which the library administrator perceives himself as an all purpose director and implementer of change situations.

Some respondents did identify their relationships with their superiors in ways which suggest they discuss changes and strive for a congruence between what they are proposing and the point of view of the system on library matters. This tends to be a somewhat more subtle and political change administration role than what appears to be the nature of the perception of the academic and public library administrator of his contribution. With regard to the individual librarians managing their own decentralized situations, as one respondent puts it:

> I am in an advisory capacity with very little authority.

There is no overwhelming consensus on what should be the nature of the supervisor's role. For a number of respondents the role had never been defined clearly or precisely. The largest proportion of respondents clearly supported the view that the role should be advisory, that of helping the libraries reach higher levels of aspiration. A number of respondents identified the fact that they do not have the capacity to select or fire librarians while others felt that there would be advantage in their having such administrative powers not available to them at present. A relatively small number identified the need for the position to evolve to become something more nearly supervisory under the title of Supervisor of Libraries. But this was only a relatively limited number of respondents who put the need this way. There are many too new to the role or in situations where the position had not yet had enough time to sort itself out within the organizational structure of the school system; it was "Too early to say." For some the fact that the individual school librarian is responsible to the principal, with no line of authority from the coordinator of libraries to the librarian, made the present situation untenable.

One significant clue to the disposition of the school library supervisor to work to effect change in dramatic or passive ways can be seen in the responses to the following question: "In attempting to effect change in most school library situations, which of the following are called for? (Put a V beside any statements you feel are very advisable; put an N beside those you feel are not appropriate.)"

Table 29

Supervisors' View of the Desirability of Various Change Strategies

	Percent		
	Very Advisable	Not Appropriate	Not Checked
Recognition that lasting change is not made overnight	96	2	1
Willingness to take temporary defeat without giving up ultimate objectives	95	3	1
Finesse in getting changes accepted by administrations	94	4	1
Willingness to see the library's needs for support in relation to other needs of the community	91	6	2
Seize on opportunities as they arise; "strike while the iron is hot."	87	10	2
Conducting a careful and methodical program of introducing new developments using caution and restraing	69	20	10
Maintaining sound relationships with influential school interests by keeping them satisfied.	63	26	10
Adopt a forceful, aggressive approach to effecting change	48	49	3
Choosing dramatic innovations as the way to enhance the climate for change acceptance	34	53	12
Readiness to leave if requests are not met in a reasonable time.	21	72	6

The variability of the response is very great as to the kinds of methods and techniques for influencing modification but, as in other types of libraries, relatively small numbers of respondents indicated that they would be prepared to leave if they were not successful in having their requests met in a reasonable time. The relative passivity of this "solution" cannot be ascribed easily to the fact that school library respondents are predominantly female, since the proportion of those ready to leave if requests are not met, as reflected in the responses, is somewhat higher than the responses of the academic library administrators. This may simply reflect the fact that those who hold administrative posts tend to see their capacity to influence modification as reasonably limited regardless of their setting, and regardless of the nature of their personal responsibilities.

CONCLUSIONS

As one assesses the leadership potential of those who hold posts of responsibility in school librarianship and contrasts them with their counterparts in other library forms, perhaps the most significant difference lies in the role of the supervisor. The school library supervisor is distinctive in the way in which she, for it is typically she rather than he, functions within the organizational structure. She is usually a staff functionary responsible to others and it is they who perhaps make the most significant decisions about the library program. For the school library supervisor is normally not an administrator with direct power to influence activities and developments. Rather, her mission is to coerce, to encourage, and to indirectly provoke activity in individual libraries through the introduction and promotion of program modifications at the system-wide level. Although this may be a sufficient condition to engineer change in some cases, it is clear that the type of immediate administrative leverage common to other library organizational forms is distinctivly absent here.

Today the post of school library supervisor is assumed predominantly by women, half of whom are over fifty years of age. More often than not their family backgrounds are white collar. They vary in their undergraduate orientations, with the greatest number drawn from the humanities, and they tend to follow two routes in their advanced work--library science and education. For the most part, the school library supervisor chose librarianship as a second career having shifted from the earlier occupation of teaching. They tend to affiliate both locally and nationally, maintaining membership in both educational and library associations. From the time most school library supervisors make the decision to enter librarianship they are school library bound, but the choice to enter supervision usually occurs at a later point. By and large school library supervisors have held their present posts in their systems for a relatively short period of time; the majority expect to remain where they are.

As a group they are critical of library education. In particular they specify the failure to prepare students adequately for audio-visual work. They also criticize the A. L. A. for unresponsiveness to school librarianship. Fully three-fourths of their number feel that school librarians are better off identifying with the field of education rather than with librarianship. Although favorably disposed in general to the computer, interlibrary cooperation, and information retrieval, such prospects are, for them, in the distant future and do not appear to condition their present thinking or planning in any significant way. Their own change orientations and agenda are tied to the multimedia concept.

They are concerned with the extension of library services to nonuser elements, yet more than half do not subscribe to the notion that the library might actively supply information needed rather than placing primary emphasis on self-help skills. The majority are uncertain about the role of the public library in satisfying the learning needs and interests of their students and few appear to have directed any sustained attention to the encouragement of active cooperation between school and public libraries.

If, as the evidence of the present survey suggests, the school library supervisor does not have an aggressive attitude with regard to introducing strategies for change she does not, however, appear to differ markedly from administrators in other library settings. And in any case, since her role is largely advisory and played at a level once-removed from the individual library, the nature of the influence she can exert must be circumscribed to some degree. Perhaps this explains in part why she seems relatively less optimistic than other library administrators about the prospects for change, viewing financial restraints as the chief delimiting factor.

An examination of the change occurring in school libraries reveals expansion in collections, in staff, and in physical facilities. Paraprofessionals are being introduced. Computer use for business purposes and the employment of outside firms for elements of library acquisitions and processing work has begun. But the most notable library development has been the move toward widespread implementation of the media center concept through the introduction and expansion of nonbook materials. While organizational arrangements vary from system to system, and appear to be in a state of flux, there would seem to be a discernible trend toward bringing the library and other instructional support services under one supervisory person.

As indicated and unlike the other administrative groups, the school library supervisor is clearly oriented toward a single direction for change--the multimedia concept. Information retrieval is not seen as affecting the school library's role appreciably. Indeed the traditional posture of the school library, an orientation strongly slanted toward instructional needs rather than commitment to clientele, is firmly entrenched. Without the propellant of attraction to information retrieval out of which a heightened awareness of the information requirements of students, teachers, and administrators might be spawned, the serious question must be raised as to whether school librarianship will remain tied to a passive view of its responsibility. This conditions a limiting and limited sense of clientele services and effectively circumscribes a strong client orientation precisely when learning is breaking out of the confines of formal classroom relationships.

In a time then when educational institutions in the United States are desperately groping for new alternatives, when educational leadership is experimenting boldly with new learning methods and the technological means which support them, for school librarianship the direction of change is seen essentially as that of broadening the base to comprehend newer media. The conventional wisdom of school librarianship appears to equate progress simply with more comprehensive control of nonbooks as well as books--to swell the inventory, and so to add films,records, and tapes. As in academic and public libraries, the central focus remains fixed upon the artifacts rather than upon the human beings for whom they are intended. To the degree that professional perspectives remain absorbed in expanding collections, more zeal inevitably attends the collecting function than that of service to clients. For it was and is interesting to note how very infrequently school library supervisors identify those for whom their libraries presumably are intended--the child and the teacher.

As one seeks further to identify the change propensity of school librarianship, with its stress on the expansion in media, the important preoccupations center upon organizational strategies for influencing who, what, and where such collection responsibilities will reside. But as the enlarged school library or learning resources or multimedia center program grows, the more essential issue is evaded or avoided. This is the focus upon the client. For here is where change might more genuinely be sought and it is here that it is seldom to be found. The thoughtful observer is left with the nagging question as to whether the present syndrome of expanding collections to include non-print media will lead ultimately to a more mature and professional role for the school library. Or whether the field may be entrenching itself more deeply into a hole from which it will be increasingly more difficult to extricate itself.

SAMPLE DESIGN AND SAMPLE RETURNS

In order to obtain a universe for the study all school districts having enrollments of 25,000 or more students were picked out of the *Education Directory, 1968-69, Part 2, Public School Systems*. There were 168 such districts listed. To determine the names and addresses of the library supervisors for each of these schools, whenever there was one, the *School Library Supervisors' Directory, 1968-69* was used. Of the 168 school districts obtained previously, 138 were listed as having library supervisors, and these were included in the universe. The *School Library Supervisors' Directory* was then checked for school districts with greater than 25,000 enrollments which had not yet been included. In this manner 6 districts were found which had more than 25,000 students according to this source, but had slightly less than 25,000 according to the *Education Directory*. These six were nonetheless included in the universe. In addition, six districts were found which had not been listed in the *Education Directory* at all. These were large private school systems and were also included in the universe.

There are thus in the United States 150 school systems, public and private, having student enrollment of more than 25,000 and having school library supervisors. They form the universe for the study, and all of them were sent questionnaires.

Of the 150 questionnaires sent out, 99 were returned completed, for a response rate of 66%. These 99 will be referred to below as the final returns.

To determine whether the final returns gave an accurate picture of the size distribution of the school systems, Table 30 was prepared. Here the universe and the final returns are compared by size of student enrollment. It is evident that there is no significant difference between the two distributions.

TABLE 30

COMPARISON OF UNIVERSE AND FINAL RETURNS
BY SIZE OF STUDENT ENROLLMENT

Student Enrollment In 1000's	Universe	Final Returns
25 - 29	18%	15%
30 - 39	24%	25%
40 - 59	18%	20%
60 - 79	16%	14%
80 - 99	6%	7%
Over 100	18%	18%

As a further check on any bias that may have been introduced, the final returns were compared with the universe on the basis of sex, geographical region, and public-private breakdown. These comparisons are shown in Tables 31, 32, and 33. No significant differences were found.

TABLE 31

COMPARISON OF UNIVERSE AND FINAL RETURNS
BY SEX

Sex	Universe	Final Returns
Male	19%	20%
Female	81%	80%

TABLE 32

COMPARISON OF UNIVERSE AND FINAL RETURNS
BY CENSUS REGION

Census Region	Universe	Final Returns
New England	3%	1%
Middle Atlantic	8%	9%
South Atlantic	25%	21%
East North Central	15%	16%
East South Central	7%	10%
West North Central	5%	5%
West South Central	11%	12%
Mountain	6%	4%
Pacific	19%	21%

TABLE 33

COMPARISON OF UNIVERSE AND FINAL RETURNS
BY PUBLIC-PRIVATE BREAKDOWN

	Universe	Final Returns
Public	4%	3%
Private	96%	97%

SUPPLEMENTAL TABLES

BACKGROUND AND CAREER OF SCHOOL LIBRARY SUPERVISORS

TABLE 34

SEX

	Percent
Male	20
Female	80

TABLE 35

MARITAL STATUS

	Percent
Single	30
Married	54
Widowed	9
Divorced or separated	7

TABLE 36

OCCUPATION OF HUSBAND*

	Percent
Professional, technical, and kindred workers	49
Managers, officials, and proprietors (except farm)	11
Craftsmen, foremen, and kindred workers	11
Sales workers	9
Clerical and kindred workers	6
Service workers (except private household)	3
Librarian	3
Retired	9

*Base = those who responded to this question

TABLE 37

HUSBAND WORKING AT PRESENT TIME*

	Percent
Yes	79
No	21

*Base = those who responded to this question

TABLE 38

PLACE OF BIRTH

U. S. Census Region*	Percent
New England	3
Middle Atlantic	13
South Atlantic	15
East North Central	21
East South Central	11
West North Central	7
West South Central	14
Mountain	4
Pacific	8
Outside U. S. and Canada	1
No response	2

*Source for census catagories: U. S. Bureau of the Census. 1960 Census of Population. Vol. 1 Characteristics of the Population. Part A. Number of Inhabitants.

TABLE 39

PLACE MOST HIGH SCHOOL YEARS SPENT

U. S. Census Region	Percent
New England	3
Middle Atlantic	12
South Atlantic	15
East North Central	17
East South Central	11
West North Central	11
West South Central	12
Mountain	5
Pacific	11
Canada	1

TABLE 40

FATHER'S OCCUPATION: PROFESSIONAL, TECHNICAL AND KINDRED WORKERS ONLY

	Percent*
Scientists, doctors, engineers	44
Clergymen	19
Accountants	15
Teachers (elementary and secondary)	7
School principals, superintendents	7
College and university professors	4
Other	4

*Base = the number in the category "professional, technical and kindred workers"

TABLE 41

FATHER'S OCCUPATION: MANAGERS, OFFICIALS AND PROPRIETORS (EXCEPT FARM) ONLY

	Percent*
Small business owners, merchants	40
Bankers	20
Corporation executives, managers	15
Contractors (building, heating, etc.)	15
Government officials	10

*Base = the number in the category "managers, officials and proprietors"

TABLE 42

FATHER'S EDUCATION

	Percent
Eighth grade or less	40
High School	28
College	30
No response	1

TABLE 43

MOTHER'S EDUCATION

	Percent
Eighth grade or less	35
High School	38
College	26

TABLE 44

CONTROL OF INSTITUTION FROM WHICH FIRST COLLEGE DEGREE WAS RECEIVED*

	Percent
Public	65
Private	34
Could not be determined	1

*Source: Cass, James & Birnbaum, Max. Comparative Guide to American Colleges. Harper & Row, New York, 1968-69.

TABLE 45

TYPE OF INSTITUTION FROM WHICH FIRST COLLEGE DEGREE WAS RECEIVED*

	Percent
University	62
Liberal Arts College	28
Independent Professional School	8
Could not be determined	2

*Source: Cass, James, & Birnbaum, Max. Comparative Guide to American Colleges. Harper & Row, New York, 1968-69.

TABLE 46

RESPONSE TO: "DO YOU HAVE FORMAL EDUCATION BEYOND THE BACHELOR'S DEGREE IN ANOTHER FIELD?"

	Percent
Yes	71
No	29

TABLE 47

PROXIMITY OF FIRST COLLEGE DEGREE INSTITUTION TO PLACE OF HIGH SCHOOL YEARS

	Percent
Same Census Region	84
Different Census Region	15
No response	1

TABLE 48

YEAR FIRST COLLEGE DEGREE WAS RECEIVED

	Percent
1925- 1929	9
1930- 1934	17
1935- 1939	18
1940- 1944	11
1945- 1949	14
1950- 1954	14
1955- 1959	8
1960 or later	4
No response	4

TABLE 49

RESPONSE TO: "DO YOU HAVE FORMAL EDUCATION IN LIBRARY SCIENCE?"

	Percent
Yes	90
No	10

TABLE 50

YEAR FORMAL LIBRARY EDUCATION WAS COMPLETED

	Percent
1929 or earlier	2
1930- 1934	2
1935- 1939	7
1940- 1944	4
1945- 1949	8
1950- 1954	18
1955- 1959	15
1960- 1964	18
1965 or later	15
No response	10

TABLE 51

RESPONSE TO: "WHAT TYPE OF LIBRARIAN DID YOU EXPECT TO BE ORIGINALLY?"

	Percent	
Specified by type of library	83	
School		66
Public		6
Academic (including Junior College)		4
Special		3
Other		3
Specified by type of work	10	
Clientele services		5
Reference work		3
Administrative work		2
Did not know		1
No response		9

TABLE 52

RESPONSE TO: "DID YOUR INTERESTS CHANGE IN ANY WAY DURING LIBRARY EDUCATION?"

	Percent
Yes	21
No	72
No response	7

TABLE 53

RESPONSE TO: "IF YOU COULD DO THINGS OVER, DO YOU THINK YOU WOULD CHOOSE LIBRARIANSHIP AGAIN?"

	Percent
Yes	88
No	7
Did not know	1
No Response	4

TABLE 54

RESPONSE TO: "HAVE YOU EVER SERIOUSLY CONSIDERED GETTING OUT OF SCHOOL LIBRARY SUPERVISION ALTOGETHER?"

	Percent
Yes	34
No	62
No response	4

TABLE 55

RESPONSE TO: "IDEALLY, WHAT WOULD YOU LIKE TO BE DOING FIVE YEARS FROM NOW?"

		Percent
In the Same Position:	42	
Same		21
Same, with better library support, facilities		13
Same, with better personal benefits		8
In Another Position:	21	
In another library position		11
Position in allied library field, e.g., teaching library science, consulting		10
Retired	24	
Don't know	5	
No response	7	

PROFESSIONAL AND ADMINISTRATIVE ISSUES

TABLE 56

RESPONSE TO: "THIS PART CONSISTS OF STATEMENTS WHICH HAVE BEEN MADE IN THE LIBRARY LITERATURE AND ELSEWHERE. PLEASE GIVE US YOUR GENERAL REACTION TO THEM BY INDICATING WHETHER YOU TEND TO AGREE OF DISAGREE."

	Percent				
	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
1. Despite other factors, advancement in most libraries still depends largely on ability.	20	57	7	7	3
2. There is not much the average reference librarian does which could not be done by an intelligent college graduate after a minimum period of in-service training.	4	17	9	52	16
3. The computer offers some but no major advantages for school libraries.	6	29	14	36	13
4. Despite advocates of the newer media of communication, the book will remain supreme.	10	37	17	22	8
5. Getting ahead in this profession depends on knowing the right people.	3	16	24	42	12
6. We must look increasingly to federal support to make any major improvements in libraries.	11	34	16	29	7

TABLE 56 (cont.)

			Percent		
	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
7. In the past school librarians have not stood up on the censorship issue as much as they should.	11	46	18	23	0
8. Librarians in general are far too timid and passive.	9	50	9	27	4
9. Those advocating change in the profession are frequently more concerned with their own advancement than with helping the profession.	4	12	18	59	6
10. Librarians need above all to know books.	16	29	6	41	3
11. The leadership in this profession by and large is conservative and largely concerned with protecting the status quo.	8	26	9	50	4
12. Libraries are essentially for those who choose to use them; not to seek out those who have no interest in reading or books.	3	11	0	50	34
13. Little can be done to effect major change in libraries until those who control funds are educated as to the value of the library.	30	41	4	22	2
14. In terms of salaries and other benefits, school librarians are better off identifying with the field of education rather than librarianship.	28	48	13	7	1

TABLE 56 (cont.)

			Percent		
	Strongly Agree	Agree	Nautral or Undecided	Disagree	Strongly Disagree
15. Those coming into the profession ought to be prepared to learn before they suggest changes.	16	44	11	20	5
16. School library certification frequently keeps good people from going into school library work.	6	34	10	43	6
17. Libraries have simply failed to respond to changing times and changing needs.	5	30	10	47	7
18. While it is true libraries need to change, change is well underway and will come about naturally.	4	21	15	47	8
19. Major improvements in local library service can be expected from increased inter-library cooperation.	5	57	20	16	0
20. If school libraries don't change, other agencies will take over what should be their function.	19	48	5	21	5
21. In being effective as a school librarian, teacher background is more important than library education.	7	33	12	41	3
22. There is probably not much the average library administrator can do to effect change much one way or another.	2	4	2	48	44

TABLE 56 (cont.)

			Percent		
	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
23. School libraries might better provide the student with the information or materials he needs and not worry so much about teaching library skills.	11	27	7	41	12
24. Librarians have accepted low salaries far too long.	22	40	22	12	0
25. Public libraries are having to do the job the school library should be doing.	1	18	6	47	25
26. A technician level is needed in libraries to relieve the time of the professional.	52	43	2	0	2

INSTITUTIONAL DATA

TABLE 57

LOCATION OF INSTITUTION

	Percent
New England	1
Middle Atlantic	9
East North Central	16
West North Central	5
South Atlantic	21
East South Central	10
West South Central	12
Mountain	4
Pacific	21

TABLE 58

PROXIMITY OF INSTITUTION TO PLACE RESPONDENT SPENT HIGH SCHOOL YEARS

	Percent
Same Census Region	66
Different Census Region	34

TABLE 59

CONTROL OF INSTITUTION

	Percent
Public	97
Parochial (church affiliated)	3

TABLE 60

NUMBER OF FACULTY IN SCHOOL SYSTEM, FALL 1967

Number	Percent
999 and under	4
1,000 - 1,999	31
2,000 - 2,999	18
3,000 - 3,999	6
4,000 - 4,999	5
5,000 - 5,999	5
6,000 - 6,999	1
7,000 - 7,999	1
8,000 and over	6
No response	22

TABLE 61

RESPONSE TO: "DOES YOUR LIBRARY HAVE AN ANNOUNCING SERVICE (SUCH AS AN ACQUISITIONS BULLETIN)?"

	Percent
Yes	50
No	39
No response	11

TABLE 62

RESPONSE TO: "DO THE LIBRARIES IN YOUR SYSTEM HAVE A REGULAR STUDENT ORIENTATION OR OTHER EDUCATIONAL PROGRAM?"

	Percent
Yes	93
No	1
No response	6

TABLE 63

RESPONSE TO: "WHAT IS THE STATUS OF LIBRARIANS IN YOUR SYSTEM?"

	Percent
Same as teachers	94
Other	3
No response	3

TABLE 64

RESPONSE TO: "HAS THERE BEEN ANY RECENT DISSATISFACTION ON THE PART OF THE LIBRARIANS WITH REGARD TO THEIR STATUS?"

	Percent
Yes	30
No	66
No response	4

TABLE 65

RESPONSE TO: "ARE THERE ARRANGEMENTS FOR SABBATICALS FOR LIBRARIANS IN YOUR SYSTEM?"

	Percent
Yes	64
No	30
No response	6

TABLE 66

RESPONSE TO: "HOW MANY STAFF MEMBERS HAVE TAKEN ADVANTAGE OF SUCH OPPORTUNITY IN THE LAST THREE YEARS?"

	Percent*
One or more staff members took sabbatical	58
No staff member took sabbatical	42

*Base = those who responded to this question

TABLE 67

RESPONSE TO: "DO ANY SCHOOL LIBRARIANS IN THE SYSTEM BELONG TO A UNION?"

	Percent
Yes	25
No	50
Don't know	20
No response	5

TABLE 68

RESPONSE TO: "IF SO, (ANY SCHOOL LIBRARIANS IN THE SYSTEM BELONG TO A UNION) IS IT A TEACHERS' UNION?"

	Percent*
Yes	84
No	13
Don't know	3

*Base = those who responded to this question

TABLE 69

RESPONSE TO: "DO LIBRARIANS IN YOUR SYSTEM HAVE A SEPARATE ORGANIZATION APART FROM THAT OF THE TEACHERS, AS FOR EXAMPLE A STAFF ORGANIZATION?"

	Percent
Yes	55
No	40
No response	5

TABLE 70

RESPONSE TO: "PLEASE GIVE THE LIBRARY OPERATIONS, IF ANY, YOU HAVE AUTOMATED."

		Percent
Total Percent of Libraries Reporting Automated Operations		34
Types of Automation		
Ordering	23	
Circulation	8	
Serials	5	
Business Operations	3	
Cataloging	2	
Other	2	
No response or none	66	

TABLE 71

RESPONSE TO: "WHAT PLANS DO YOU HAVE FOR AUTOMATION IN THE FUTURE?"

		Percent
Total Percent of Libraries Reporting Plans for Future Automation		47
Ordering	19	
Alert to any possibilities	18	
Cataloging	6	
Business operations	4	
Circulation	3	
Other (e.g., production of a book catalog or other listing)	13	
None	22	
No response	31	

TABLE 72

RESPONSE TO: "HAVE YOU MADE USE OF COMPUTERIZATION TO DO ANY OF THE FOLLOWING YET?"

	Percent Yes*
Prepare special bibliographies or other listings	59
Prepare a book catalog	41
Analyze use	11
Analyze your collection	7
Other analyses you have done (e.g., inventory control and record keeping)	19

*Base = 27 respondents to this question

TABLE 73

RESPONSE TO: "IS YOUR SCHOOL LIBRARY SYSTEM A MEMBER OR PARTICIPANT IN ANY REGIONAL OR NATIONAL COOPERATIVE LIBRARY PROGRAMS?"

	Percent
Yes	13
No	73
No response	14

TABLE 74

RESPONDENTS' REPORT OF REGIONAL OR NATIONAL COOPERATIVE PROGRAMS IN WHICH THEIR SCHOOL LIBRARY SYSTEMS ARE MEMBERS:

	Percent Naming Program*
Local	39
State	31
Interstate	15
Could not be determined	15

*Base = those who responded to this question

TABLE 75

RESPONSE TO: "WHAT ADVANTAGES PRESENTLY ACCRUE TO YOUR SYSTEM BY VIRTUE OF THIS PARTICIPATION?"

	Percent*
Access to materials elsewhere not before readily available	82
Adds to materials acquired by the library	46
Arrangements made for your faculty and students to use other libraries	36
Storage space for little used materials	36
Increased speed of interlibrary loan	27
Speed of access to cataloging information	18
Other advantages (e.g., aids in evaluating new material)	18

*Base = those who responded to this question

TABLE 76

RESPONSE TO: "IS YOUR ROLE IN RELATION TO THE LIBRARIANS IN THE SYSTEM PRIMARILY:"

	Percent
Direct coordination	26
Direct advisory	22
Direct supervision	15
Coordination and advisory both checked	15
Coordination and supervision both checked	4
All three checked	7
No response	10

TABLE 77

RESPONSE TO: "IS THIS (YOUR ROLE IN RELATION TO THE LIBRARIANS IN THE SYSTEM) THE WAY YOU PREFER IT TO BE?"

	Percent
Yes	67
No	21
No response	10

TABLE 78

RESPONDENTS' PERCEPTION OF STUDENT PRESSURES UPON SCHOOL LIBRARIES

Nature of student pressure	Percent Reporting Pressure
Longer library hours	20
More extensive copying services	17
More help to be given to students	8
Use of library facilities for group activities	6
Increase in speed of processing materials	5
Other	6
No student pressure reported	62

TABLE 79

RESPONDENTS' PERCEPTION OF TEACHER PRESSURES UPON SCHOOL LIBRARIES

Nature of teacher pressure	Percent Reporting Pressure
Increase in speed of processing materials	19
Establishment of departmental libraries	17
More help to be given to students	11
More extensive copying services	10
Greater share of book funds	9
Specialized services such as literature searches	7
Greater say in the management of the library	6
Use of library facilities for group activities	6
Longer library hours	4
Improved interlibrary loan	2
Other	4
No teacher pressures reported	56

TABLE 80

RESPONDENTS' PERCEPTION OF ADMINISTRATION PRESSURES UPON SCHOOL LIBRARIES

Nature of administration pressure	Percent Reporting Pressure
Longer library hours	5
Increase in speed of processing materials	4
Use of library facilities for group activities	3
Greater share of book funds	3
Greater say in the management of the library	2
More help to be given to students	1
More extensive copying services	1
Improved interlibrary loan	1
Other demands	2
No administration pressures reported	72

TABLE 81

D. RESPONDENTS' PERCEPTION OF LIBRARIANS' PRESSURES UPON SCHOOL LIBRARIES

Nature of librarians' pressure	Percent Reporting Pressure
Increase in speed of processing materials	22
Greater say in the management of the library	8
More extensive copying services	7
More help to be given to students	5
Greater share of book funds	4
Longer library hours	2
Establishment of departmental libraries	1
Improved interlibrary loan	1
Specialized services such as literature searches	1
Use of library facilities for group activities	1
Other demands	5
No librarians' pressure reported	66

TABLE 82

RESPONSE TO: "IN VIEW OF YOUR SITUATION, DO YOU FIND THESE DEMANDS:"

	Percent
Reasonable	86
Unreasonable	1
No response	13

Library Manpower Study
Confidential Report

ADMINISTRATORS QUESTIONNAIRE

(School Library Supervisors Section)

This questionnaire is designed to achieve two central objectives: to learn something about library administrators and to gain information about their libraries and the changes taking place in them.

It is divided into four main sections: I. The Background, Careers and Professional Activity of Administrators. II. Administrative and Professional Issues. III. Library Change Report. IV. Institutional Data.

Please be frank. We want to know how administrators in this field feel about the many issues which surround library developments. If the space provided is not adequate, use the back of pages. Please do not feel, however, that you need to have an opinion or answer in every case. For some questions, for example, you may wish to write, "Haven't thought about it", "No idea", "No opinion", or "Not sure".

Thank you in advance for cooperating with this study.

I. Background and Career

This section asks about your background, education and work experience. Answers to these questions will permit us to compare school library supervisors with other types of library administrators and with other administrative groups such as business and federal executives.

1. Sex:
    1. _____male
    2. _____female

2. Present age: _____

3. Marital status:
    1. _____single
    2. _____married
    3. _____widowed
    4. _____divorced or separated

4. Number of children: _____

5. Occupation of your wife (husband): ________________________________

6. Is she (he) working at the present time:
    1. _____yes
    2. _____no

7. Your place of birth (give state if U.S., name of country if other than U.S.):

    ____

8. Place you spent most of your high school years: ______________________

9. Father's occupation: ________________________________

10. Father's education:
    1. _____eighth grade or less
    2. _____high school
    3. _____college

11. Mother's education:
    1. _____eighth grade or less
    2. _____high school
    3. _____college

12. Your undergraduate subject major: ______________________

13. Name of institution from which first college degree was received:

    ____

14. Year degree was received: _________

15. Do you have formal education in library science?
    1. _____yes
    2. _____no

16. If yes, please give the nature of your library education:
    1. _____undergraduate minor in library science
    2. _____fifth year bachelor's in library science
    3. _____master's degree in library science
    4. _____post-master's work in library science
    5. _____Ph.D. in library science
    6. _____other (please give): ______________________________

17. Please give the name of the school or schools where your library science education was received: ______________________________

18. Year you completed your formal library education: ____________________

19. Do you have formal education beyond the bachelor's in another field?
    1. _____yes
    2. _____no

20. If yes, please give the nature of your advanced work:
    1. _____additional hours in (give field of study): ____________________
    2. _____master's degree in (give field of study): ____________________
    3. _____Ph.D. in (give field of study): ____________________
    4. _____other: ____________________

21. Since graduation from college, please summarize the non-library work experience you have had (include military experience):

Type of Work (such as high school teaching)	Number of Years

22. Please give each full-time library position held. Arrange in chronological order:

Name of Position	Institution	Number of Years

(Use other side of page if necessary.)

23. When did you definitely decide to become a librarian? What were you doing at the time:
    1. _____while working as an undergraduate in the college library
    2. _____after graduation from college, while working in a library
    3. _____while engaged in another career
    4. _____other (please give): ______________________________

24. As you recall, what factors entered into your choice:
    1. _____A member of my family was a librarian.
    2. _____I was influenced by a librarian I knew.
    3. _____I always liked books.
    4. _____As a result of vocational counseling.
    5. _____Other factors (please give): ______________________________

25. What type of librarian did you expect to be originally? ______________________________

____

26. Did your interests change in any way during library education?
    1. _____yes
    2. _____no

27. If yes, please explain in what way: ______________________________

____

28. At what point did you decide to go into supervision of school libraries?
    1. _____from the beginning
    2. _____during library school
    3. _____after some time as a librarian
    4. _____I never consciously decided. It just happened.
    5. _____other (please give): ______________________________

____

29. Has any one person or circumstance more than others influenced the direction of your career? (Please explain.)

____

____

30. Have you ever seriously considered getting out of school library supervision altogether?
    1. _____yes
    2. _____no

31. If yes, what for?
    1. _____going back to being a librarian
    2. _____going into library school teaching
    3. _____starting a new career in: ______________________________
    4. _____other alternatives which have been considered:

____

32. If you could do things over, do you think you would choose librarianship again?
    1. _____yes
    2. _____no

33. If no, please tell what field you would choose instead and briefly, why:

____

____

34. If you were asked in some formal place, such as in a passport application, to name your occupation, what would you give? ____________________________

35. How long have you held your present position? __________________________

36. Which of the following best describes how you feel about making a job change in the near future?
    1. _____I have only recently taken this position and therefore do not anticipate a move in the near future.
    2. _____I am pretty well settled where I am. I do not anticipate a change.
    3. _____I am actively interested in making a job change.
    4. _____While I am not actively seeking a change, I am interested in openings which occur and would certainly be prepared to change jobs if the right opportunity came along.

37. In contemplating making a job move, what factors would enter into your decision? (If you do not intend to move, what factors enter into your staying where you are?)

____

____

____

38. Ideally, what would you like to be doing five years from now?

____

____

39. What do you see as the most important things you should do in your present role?

____

____

____

40. What have you found to be the main satisfactions and rewards of your present role?

____

____

____

41. What have you found to be the main dissatisfactions and frustrations?

42. Please tell us about the professional organizations to which you belong (library and non-library) and about the nature of your participation.

Name of Organization	No. of Years A Member	Nature of Your Participation (Please Check)		
		Attend Meetings	Committee Member Presently	Officer in the last 5 Years

43. Other activities of a professional nature outside your own organization in the last three years: (Please check.)

1. _____active in regional planning efforts
2. _____contributed to the literature
3. _____conducted surveys or studies of other libraries
4. _____other professional activities (please describe): _____

44. How would you rate the following as sources of professional ideas and stimulation for you? (Please number in order of importance. No. 1, most important, etc.)

1. _____librarians in your system
2. _____other librarians
3. _____library meetings
4. _____special institutes and conferences
5. _____people outside the library field (please indicate the type of people):
6. _____professional library journals and other literature
7. _____literature outside librarianship (identify field): _____

45. Are there people you consider to be the following? (You need not know the persons you name.)

1. Most influential in advancing librarianship:

Person (please explain who they are)	Reason for your Choice

2. Contributing important new ideas to the field:

Person (please explain who they are)	Reason for your Choice

3. The most effective administrators in librarianship (not necessarily the most successful):

Person (please explain who they are)	Reason for your Choice

II. Professional and Administrative Issues

This section is designed to find out how library administrators feel about a number of issues. The first part consists of statements which have been made in the library literature and elsewhere. Please give us your general reaction to them by indicating whether you tend to agree or disagree.

	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
1. Despite other factors, advancement in most libraries still depends largely on ability.					
2. There is not much the average reference librarian does which could not be done by an intelligent college graduate after a minimum period of in-service training.					
3. The computer offers some but no major advantages for school libraries.					
4. Despite advocates of the newer media of communication, the book will remain supreme.					
5. Getting ahead in this profession depends on knowing the right people.					
6. We must look increasingly to federal support to make any major improvements in libraries.					
7. In the past school librarians have not stood up on the censorship issue as much as they should.					
8. Librarians in general are far too timid and passive.					
9. Those advocating change in the profession are frequently more concerned with their own advancement than with helping the profession.					
10. Librarians need above all to know books.					
11. The leadership in this profession by and large is conservative and largely concerned with protecting the status quo.					
12. Libraries are essentially for those who choose to use them; not to seek out those who have no interest in reading or books.					

	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
14. Little can be done to effect major change in libraries until those who control funds are educated as to the value of the library.					
15. In terms of salaries and other benefits, school librarians are better off identifying with the field of education rather than librarianship.					
16. Those coming into the profession ought to be prepared to learn before they suggest changes.					
17. School library certification frequently keeps good people from going into school library work.					
18. Libraries have simply failed to respond to changing times and changing needs.					
19. While it is true libraries need to change, change is well underway and will come about naturally.					
20. Major improvements in local library service can be expected from increased inter-library cooperation.					
21. If school libraries don't change, other agencies will take over what should be their function.					
22. In being effective as a school librarian, teacher background is more important than library education.					
23. There is probably not much the average library administrator can do to effect change much one way or another.					
24. School libraries might better provide the student with the information or materials he needs and not worry so much about teaching library skills.					
25. Librarians have accepted low salaries far too long.					
26. Public libraries are having to do the job the school library should be doing.					
27. A technician level is needed in libraries to relieve the time of the professional.					

The questions which follow are designed to obtain in more detail your views on issues related to the future of libraries.

28. There are many who believe that the information revolution (the introduction of computerized storage and retrieval of information) is going to have a radical impact on school libraries. What do you foresee will come about?

29. Library education has come in for criticism regarding whether it is meeting the real needs and problems of the field. What is your assessment?

30. In recent months there has been open criticism of the American Library Association in its leadership role. Please give us any comments you care to make on this issue. (We are particularly interested in what you think A.L.A. is doing for school librarians.)

31. Unionization appears to be a growing trend in libraries. Please give us your view regarding the desirability of unionization of school librarians.

32. The new standards for school libraries recommend unified service combining library and a-v. How do you feel about this? Who should be the head?

33. Some people we have talked to feel that something needs to be done to change the types of people being attracted into librarianship. What is your assessment?

34. Many we talk to feel improvements in the school library situation are frequently hampered by local school principals. How do you feel about this?

35. Charges have been made that by and large the school library is failing to meet the needs of the school community. Please give us your estimate.

36. Many people feel the future direction of library and information service lies in the development of regional and national library and information networks. How much do you feel such developments will influence school libraries in the next 5-10 years?

37. In attempting to effect change in most school library situations, which of the following are called for? (Put a V beside any statements you feel are very advisable; put an N beside those you feel are not appropriate.)

1. _____recognition that lasting change is not made overnight.
2. _____adopt a forceful, aggressive approach to effecting change.
3. _____seize on opportunities as they arise; "strike while the iron is hot".
4. _____willingness to see the library's needs for support in relation to other needs of the community.
5. _____readiness to leave if requests are not met in a reasonable time.
6. _____finesse in getting changes accepted by administrations.
7. _____willingness to take temporary defeat without giving up ultimate objectives.
8. _____maintaining sound relationships with influential school interests by keeping them satisfied.
9. _____conducting a careful and methodical program of introducing new developments using caution and restraint.
10. _____choosing dramatic innovations as the way to enhance the climate for change acceptance.

III. Library Change Report

We are interested in learning of the major changes occurring in libraries. Please tell us what changes have or are taking place in your system over the last four years (1965 to date). Space has been provided for you to describe the nature of the change. Please be as specific as possible--from what to what and whether change is system-wide or involves only single libraries.

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1. _____An extraordinary increase in the money available for materials.

2. _____A major change in your selection policies or practices.

3. _____The addition of special collections of note.

4. _____Other changes affecting your library collection and materials. (Such as substantial increase in a-v materials and equipment.)

5. _____Introduction or further use of data processing equipment.

6. _____Major change in procedures for processing materials. (Ordering, cataloging.)

7. _____Major change in circulation procedures (circulation control, inventory, stack maintenance, lending regulations).

8. _____Introduction or expansion of organization of non-book materials.

9. _____New library quarters (or considerable remodeling of existing quarters).

10. _____New or greatly expanded user facilities (longer hours, more study space, improved photocopy, etc.).

11. _____New or greatly expanded service to users (a-v services, library instruction, service to teachers).

12. _____The introduction or expansion of other specialized user services (please name).

13. _____Major improvements in borrowing within the system; inter-library loan.

14. _____Reorganization of your own department or change in your placement in the overall administrative structure and arrangements in the school system.

15. _____System-wide centralization of administration, collections or services.

16. _____At the individual school building level, establishment of new service outlets outside the library, including learning resource centers, and departmental libraries.

17. _____Addition of new types of personnel (such as library or a-v technicians).

18. _____Substantial increase in staff.

19. _____Substantial salary increases.

20. _____Upgrading of positions.

21. _____Other changes (please give).

---

22. Identify what you see as the single most important of these recent changes and explain why you feel it is most important:

23. Check any of the following which describe the attitudes of the school librarians in your system toward making changes in the library:
    1. _____There are a number of school librarians who are highly motivated to make change.
    2. _____Most of the librarians would go along with changes if they were not too radical.
    3. _____There are a number of senior librarians who are opposed to change.
    4. _____We lack the expertise at present to make many needed changes.
    5. _____Other (please give): ______________________________

24. How satisfied are you personally with the rate of change in your library system?
    1. _____very satisfied
    2. _____reasonably satisfied
    3. _____not satisfied

25. What changes would you like to see happen in your school library system in the short run?

26. In the long run, what changes would you like to see happen?

27. What are the prospects of realizing your aims? What stands in the way? Please explain your situation.

IV. Institutional Data

This section asks for information about your collections and services and about such other aspects as your user community.

A. Background

1. Name of institution: ______________________________

2. Is your institution:
    1. _____public
    2. _____parochial (church affiliated)
    3. _____other independent

3. Number of libraries in the system:
    1. _____elementary
    2. _____middle school
    3. _____junior high school
    4. _____junior-senior high school
    5. _____senior high school
    6. _____vocational-technical high school
    7. _____other combination of elementary and secondary schools

4. Total enrollment in the system, fall 1967: ________________

5. Number of faculty in the system, fall 1967: ________________

6. Total school system income, 1967-68: $____________________

7. Income for school libraries (where readily available):

	1964-65	1967-68
1. from your school system:	________________	________________
2. from federal sources:	________________	________________
3. from state sources:	________________	________________
4. from other sources:	________________	________________
5. total income:	________________	________________

8. Percent of total system budget spent on the library in 1967-68 (if already available): ________percent.

9. Per pupil expenditure for library services in 1967-68: $______________

10. Total budget for materials for 1967-68: $______________

B. Special Services

11. What is customary practice in your system with regard to doing reference and bibliographic work for students and teachers?
    1. _____Ready reference service is given to both students and teachers.
    2. _____Students are given assistance in getting started on library research.
    3. _____Some literature searching for faculty is done, but the libraries do not especially encourage it.
    4. _____User services vary from school to school.
    5. _____Other: ____

____

12. Does your library system have an announcing service (such as an acquisitions bulletin)?
    1. _____yes
    2. _____no

13. If yes, please describe: ____

____

14. Do the libraries in your system have a regular student orientation or other educational program?
    1. _____yes
    2. _____no

15. If yes, please describe what it consists of: ______________________

____

16. Other specialized user services libraries in your system offer: __________

____

____

____

17. Does your school system have any of the following units:

	At the Building Level		At the System Level	
	Under library jurisdiction	Under non-library control	Under library jurisdiction	Under non-library control
1. Learning resources center:				
2. A-V services:				
3. Teachers professional library:				
4. Language laboratory:				
5. Dial access system:				
6. Closed circuit television:				
7. Computer assisted instruction:				

C. Staff Section

18. What is the status of librarians in your system:
    1. _____the same as teachers
    2. _____other (please explain): ________________________________

19. Has there been any recent dissatisfaction on the part of the librarians with regard to their status?
    1. _____yes
    2. _____no

20. If yes, please explain: ________________________________

    ____

21. Do librarians in your system have a separate organization apart from that of the teachers, as for example a staff association?
    1. _____yes
    2. _____no

22. If yes, what do its activities consist of?

23. Do any school librarians in the system belong to a union?
    1. _____yes
    2. _____no

24. If so, is it a teacher's union?
    1. _____yes
    2. _____no

25. Please explain the situation in your system insofar as unionization of librarians is concerned:

26. Please list the special institutes, conferences and other continuing education programs attended by librarians in your system in the last twelve months (exclusive of professional association meetings): (Use other side of page if necessary.)

Conference or Institute	Number Attending

27. Are you or any librarians in your system currently engaged in any of the following: (Give number of people in each case.)
    1. Working toward a master's degree in library science: ____________
    2. Working toward a doctor's degree in library science: ____________
    3. Working toward an advanced degree in another field: ____________
    4. Taking individual courses: ____________

28. Are there arrangements for sabbaticals for librarians in your system?
    1. _____yes
    2. _____no

29. How many staff members have taken advantage of such opportunity in the last three years? __________

D. Community Relations

30. Please list the system-wide academic and administrative committees and groups of which you currently are a member:

31. Please list the system-wide academic and administrative committees and other groups to which librarians in your system belong:

32. To whom do you report (position of school official): ____________

33. About how many times have you talked with this official in the last twelve months? __________times.

34. Please tell us about these occasions; what did they have to do with?

35. How many times in the last twelve months have you talked with the superintendent (if he is not the official to whom you report): __________times.

36. Please tell what these occasions have had to do with?

37. Have any of the libraries in your system figured in any way in student popular expression or demonstration in the last year?
    1. _____articles in student papers
    2. _____representation visits
    3. _____petitions
    4. _____demonstration or other activism
    5. _____other (please give): ______________________________

    ____

E. Other Information

Automation:

38. Please give the library operations, if any, which have been automated in your system:
    1. _____serials
    2. _____ordering
    3. _____circulation
    4. _____other (please give): ______________________________

39. What plans are there for automation in the future? (Please give.)

    ____

    ____

40. Have you made use of computerization to do any of the following yet?
    1. _____prepare a book catalog
    2. _____prepare special bibliographies or other listings
    3. _____analyze your collection
    4. _____analyze use
    5. _____other analyses you have done: ______________________

    ____

Inter-Library Cooperation:

41. Is your school library system a member or participant in any regional or national cooperative library programs?
    1. _____yes
    2. _____no

42. If yes, please name these programs: ______________________________

    ____

43. What advantages presently accrue to your system by virtue of this participation?
    1. _____adds to materials acquired by the library
    2. _____increased speed of inter-library loan
    3. _____access to materials elsewhere not before readily available
    4. _____arrangements made for your faculty and students to use other libraries
    5. _____speed of access to cataloging information
    6. _____storage space for little used materials
    7. _____other advantages (please give): ______________________

44. What advantages do you hope to gain in the future from such participation?

____

____

45. Please characterize the relationship of your system with local public libraries:

____

____

46. What is your present thinking about planned relationships in the future?

____

____

47. Does your system presently employ outside commercial firms to do any of the following?

1. _____handle book selection
2. _____catalog card copying
3. _____processing of books
4. _____other services: ____

____

48. Do you have plans to make additional use of commercial firms in the future?

1. _____yes
2. _____no

49. If yes, please describe: ____

____

Evaluation:

50. Do you (continuously or at regular intervals) ascertain and analyze any of the following?

	System-Wide	Building Level
1. The characteristics of the school community:	________	________
2. Proportion of the school community using the library's services:	________	________
3. Characteristics of library users compared with the total population:	________	________
4. What students and teachers want from the library:	________	________
5. Library needs in relation to the curriculum:	________	________
6. Satisfaction of users:	________	________
7. Volume of use made of various services:	________	________
8. Collection weaknesses:	________	________
9. Proportion of filled to unfilled requests:	________	________
10. Volumes added to the collection:	________	________
11. Other evaluation (please give):		
______________________________	________	________
______________________________	________	________

51. Have special analyses been done by you or librarians in the system or outsiders on these or other aspects of your program in the last three years:
1. _____yes
2. _____no

52. If yes, please tell about them: ____________________

____

____

____

Planning:

53. Has your system made any special provision for planning or for the initiation and implementation of change? Please explain any special organization or strategies you have for handling change.

54. How would you characterize your part in planning and bringing about change?
1. Do you initiate most of the ideas?
_____yes
_____no
2. Do you have a major involvement in carrying out changes?
_____yes
_____no

55. Please explain your role:

Conflict:

56. Most organizations have some conflicts and differences among their personnel. What do the major conflicts among personnel in your system have to do with?
1. _____personal differences among staff members in individual libraries
2. _____conflict between the individual libraries and the school library supervisor's office
3. _____conflict over the need for change or types of change
4. _____conflict between the school library supervisor's office and principals over the management of the library at the school level
5. _____conflict between building librarians and their principals over the management of the library at the school level
6. _____conflict between the school library supervisor and the school system administration over the management of the library system
7. _____conflict between the building librarian and other departments at the local school level
8. _____conflict between the school library supervisor and other departments at the school system level

57. Please explain the major differences (who differs with whom about what).

Organization:

58. Is your role in relation to the librarians in the system primarily
1. _____direct supervision
2. _____direct coordination
3. _____direct advisory

59. Please explain:

60. Is this the way you prefer it to be?
1. _____yes
2. _____no

61. Please comment on what you feel should be the nature of your role in relation to the school libraries in the system:

External Pressure:

62. Following are listed kinds of demands which school librarians tell us are made on their system or the individual libraries in it by various faculty elements, students or student interests or the administration. Please indicate whether these or other pressures are being put on your system or individual libraries in it:

Pressure for	Extent of Pressure A great deal	 Some	 Little or none	By (group(s) or element(s))
1. Longer library hours:				
2. Increase in speed of processing materials:				
3. Improved inter-library loan:				
4. Establishment of departmental libraries:				
5. Greater share of book funds:				
6. Greater say in the management of the library:				
7. Specialized services such as literature searches:				
8. More help to be given to students:				
9. More extensive copying services:				
10. Use of library facilities for group activities:				
11. Other demands (please give): ______				

63. In view of your situation, do you find these demands
1. _____reasonable
2. _____unreasonable

64. Please give us your assessment: